# DOCUMENT RESUME

| | |
|---|---|
| ED 245 083 | CE 039 072 |

| | |
|---|---|
| AUTHOR | Thomas, Hollie B.; And Others |
| TITLE | Identification of Strategies to Increase Retention of Disadvantaged Students in Nontraditional Programs in Florida. Final Report from July 1, 1982 to June 30, 1983. |
| INSTITUTION | Florida State Univ., Tallahassee, FL. Dept. of Educational Leadership. |
| SPONS AGENCY | Florida State Dept. of Education, Tallahassee. Div. of Vocational Education. |
| PUB DATE | Aug 83 |
| NOTE | 146p.; For the accompanying manual, see CE 039 073. |
| PUB TYPE | Reports - Research/Technical (143) |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | Administrator Attitudes; Counseling Techniques; Counselor Attitudes; *Disadvantaged; *Dropout Prevention; Dropout Research; Educational Needs; *Educational Strategies; Followup Studies; Inservice Teacher Education; Needs Assessment; *Nontraditional Education; Questionnaires; *School Holding Power; Secondary Education; State Programs; State Surveys; Student Attitudes; Student Attrition; Student Placement; Student Recruitment; Teacher Attitudes; Teacher Education; *Vocational Education |
| IDENTIFIERS | *Florida |

ABSTRACT

A study identified strategies for increasing the retention of disadvantaged students in nontraditional programs in Florida. The first phase of the study consisted of a review of literature concerning working women, the earnings gap between men and women, barriers to enrollment in nontraditional programs, and recruitment and retention strategies. During the next phase of the study, researchers interviewed teachers, counselors, and administrators at three vocational-technical centers, four community colleges, and five high schools, all in Florida, that were identified as having a high percentage of nontraditional students. In addition, they administered surveys to 465 students enrolled in program areas at these 12 institutions. Based on their analysis of the information obtained from these interviews and from the survey, the researchers identified a series of recruitment, counseling, training, pretraining, placement, and follow-up strategies that appeared successful in the 12 schools examined. As a further validation measure, a cross-tabulation was made between the items included in the student survey form and the context of the strategies. After thus establishing the validity of the strategies, the researchers incorporated the strategies into a manual on strategies for increasing the retention of disadvantaged students in nontraditional vocational programs in Florida. (MN)

ED245083

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D McQuat

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE039072

FINAL REPORT

Project No. DVE-3-2C31

From July 1, 1982 to June 30, 1983

# IDENTIFICATION OF STRATEGIES TO INCREASE RETENTION OF DISADVANTAGED STUDENTS IN NONTRADITIONAL PROGRAMS IN FLORIDA

The Florida State University
College of Education
Department of Educational Leadership
Tallahassee, Florida 32306

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

June, 1983

# Acknowledgments

On behalf of the program of Vocational Education at The Florida State University, I wish to express appreciation to those who have contributed to this project, to the staff--James G. Cameron, Brenda Kay Colvin, Shirley W. Mabe, Donna J. Davis, Jane Symon, and Soledad P. Tuviera, who spent many hours researching the related literature, traveling, collecting information on site, writing, rewriting, typing and retyping--I extend my sincere appreciation.

I am especially grateful to the personnel in the schools that consented to be visited, questioned and observed to see what they were doing to create an environment that encourages students to enroll and remain in programs that would be considered to be nontraditional. Without the combined efforts of all of these people, this project could not have been completed.

Hollie B. Thomas
Project Director

## Table of Contents

Acknowledgements . . . . . . . . . . . . . . . . . . . . . . . . . i

List of Tables . . . . . . . . . . . . . . . . . . . . . . . . . iv

Introduction . . . . . . . . . . . . . . . . . . . . . . . . . 1

Significance of Study . . . . . . . . . . . . . . . . . . 2

Review of Literature . . . . . . . . . . . . . . . . . . . . . 4

Introduction . . . . . . . . . . . . . . . . . . . . . . . 4
Women Who Work . . . . . . . . . . . . . . . . . . . . . . 4
The Earnings Gap . . . . . . . . . . . . . . . . . . . . . 4
Barriers to Enrollment in Nontraditional Programs . . . . . 5
Recruitment and Retention Strategies . . . . . . . . . . . . 7

Conclusions . . . . . . . . . . . . . . . . . . . . . . . . . 16

Methodology . . . . . . . . . . . . . . . . . . . . . . . . . 19

Introduction . . . . . . . . . . . . . . . . . . . . . . . 19
School and Program Selection Procedures . . . . . . . . . . 19
Interview and Questionnaire Design . . . . . . . . . . . . 20
Site Visits . . . . . . . . . . . . . . . . . . . . . . . . 22

Student Survey Results . . . . . . . . . . . . . . . . . . . 22

Data Analysis . . . . . . . . . . . . . . . . . . . . . . 22
Descriptive Characteristics . . . . . . . . . . . . . . . . 22
Student Perceptions Regarding Recruitment Strategies . . . . 23
Student Perceptions Regarding Counseling Strategies . . . . 31
Student Perceptions Regarding Training Strategies . . . . . 38
Student Perceptions Regarding Placement Strategies . . . . . 44

Interviews with School Personnel . . . . . . . . . . . . . . 48

Data Analysis . . . . . . . . . . . . . . . . . . . . . . 48
Descriptive Characteristics . . . . . . . . . . . . . . . . 48
Identification of Recruitment Strategies by School Administrators, Counselors, and Instructors . . . . . . . 48
Identification of Counseling Strategies by School Administrators, Counselors, and Instructors . . . . . . . 51
Identification of Training and Pre-training Strategies by School Administrators, Counselors, and Instructors . . 54
Identification of Placement and Follow-up Strategies by School Administrators, Counselors, and Instructors . . 57

Writing the Strategies . . . . . . . . . . . . . . . . . . . 59

Conclusions . . . . . . . . . . . . . . . . . . . . . . . . . 73

Recommendations . . . . . . . . . . . . . . . . . . . . . . . . . 74

Reference List . . . . . . . . . . . . . . . . . . . . . . . . . . 75

## List of Tables

Table 1. Number and Percentage of Respondents Indicating Awareness of Items Utilized as Recruitment Strategies According to Traditional/Nontraditional Student Groups . . . . . . . . . . . . . . . . 24

Table 2. Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Recruitment Strategies According to Traditional/Nontraditional Student Groups . . . . . . . . . . . . . . . . 27

Table 3. Number and Percentage of Respondents Indicating Awareness of Items Utilized as Counseling Strategies According to Traditional/Nontraditional Student Groups . . . . . . . . . . . . . . . . 32

Table 4. Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Counseling Strategies According to Traditional/Nontraditional Student Groups . . . . . . . . . . . . . . . . 35

Table 5. Number and Percentage of Respondents Indicating Awareness of Items Utilized as Training Strategies According to Traditional/Nontraditional Student Groups . . . . . . . . . . . . . . . . 39

Table 6. Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Training Strategies According to Traditional/Nontraditional Student Groups . . . . . . . . . . . . . . . . 41

Table 7. Number and Percentage of Respondents Indicating Awareness of Items Utilized as Placement Strategies According to Traditional/Nontraditional Student Groups . . . . . . . . . . . . . . . . 45

Table 8. Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Placement Strategies According to Traditional/Nontraditional Student Groups . . . . . . . . . . . . . . . . 46

Table 9. Number of Respondents Mentioning Recruitment Strategy Items According to School Perconnel Group . . . . . . . . . . . . . . . . . . . . . . 49

Table 10. Number of Respondents Mentioning Counseling Strategy Items According to School Personnel Group . . . . . . . . . . . . . . . . . . . . . . 52

Table 11. Number of Respondents Mentioning Training Strategy Items According to School Personnel Group . . . . . 55

Table 12. Number of Respondents Mentioning Placement Strategy Items According to School Personnel Group . . . . . 58

Table 13. Student Survey Items Cross-Referenced to Strateiges . 60

## Introduction

With employment issues taking on greater social and political importance in recent years, persons at all social levels are beginning to examine more closely career and employment options which have traditionally been dominated by narrower segments of the population. Despite the rising costs of consumer items and the instability of many jobs, the disadvantaged, members of minority groups, and many women continue to be channeled into a limited range of relatively low-prestige, low-paying occupations. In 1977, for example, the median income for women employed full time was only 59% of that for men (U.S. Department of Commerce, 1977). This type of structured inequality presents serious consequences for disadvantaged workers, especially for those who are supporting families and who function as heads of households. As a result, a variety of educational and training solutions are being sought. The focus in the present report is upon the identification of specific recruitment and retention strategies which can assist students to stay in the vocational training programs they select and to acquire jobs in the fields for which they receive training.

Until recently, attempts to recruit disadvantaged students into programs that are nontraditional to their race, sex, or social group did not often result in significant numbers of disadvantaged students completing these training programs. Previous research indicates that there may have been other factors operating which prevented disadvantaged and nontraditional students from completing vocational training programs once they had enrolled. Although changes gradually have been implemented, these factors have been deeply entrenched in the institutional structure of the educational system. Until recently, it was not uncommon for administrators of educational programs and instructors in these programs to have provided latent support to traditional assumptions about the impropriety of entering nontraditional occupations. According to research conducted by Siegel (1973), most children have absorbed predominant social expectations regarding appropriate career choices and have accepted many of the common cultural sex-role stereotypes by the time they reach the second grade. Given the normative boundaries within which many career and educational choices have been made, it is not surprising that vocational students have often been deterred from completing a nontraditional program they have selected or from entering the occupation of their training by teachers, counselors, and fellow students (Lewis, 1976).

In recent years, programs and strategies have been developed to expand the career aspirations of the socially and academically disadvantaged, minorities, and women to include nontraditional careers (Sarno, 1976). These efforts have resulted in some progress toward overcoming the barriers encountered by those persons seeking entrance into nontraditional careers (Thomas, *et al.*, 1980). However, the process of recruiting disadvantaged students into vocational training programs is only one step toward the preparation and eventual placement of these students into nontraditional occupations. It is important that these recruits remain in the training programs long enough to acquire necessary occupational skills and accept placement in the nontraditional occupational field if vocational education programs are to have an impact on the composition of the work force. The identification of successful retention strategies could assist in the attainment of this long-range goal.

Despite the changes which have occurred in recent years, systematic attempts to retain and place nontraditional students in the occupations of their choice are still isolated and incomplete. The discrepancy between "what is" and "what ought to be" is sufficiently large to create concern. One solution to this problem is to identify existing and/or suggested sex-fair retention strategies and practices that appear to have the greatest potential for success in retaining students in nontraditional training programs. The strategies and practices, thus identified, can be utilized by personnel in other programs to close the gap between what is and what ought to be.

## Significance of the Study

The need to develop effective and efficient strategies for the recruitment, training, and placement of nontraditional students is taking on greater significance in the context of current economic and employment trends. In spite of the fact that it is strictly illegal to practice educational discrimination based on sex or race in this country, it remains a fact that full-time female, minority, limited-English-proficient, and other economically or socially disadvantaged workers can expect to earn much less than the traditional worker (U.S. Department of Commerce, 1977). This disparity between what the federal government mandates and what happens in actual practice has been cause for considerable concern on the part of those institutions and individuals who have an interest in equity. The fact that neither legislative action nor the availability of vocational training programs has served to effectively close the earnings potential gap points to a pressing need for strategies that will assist in retaining nontraditional students in occupational preparation programs that lead to higher paying jobs.

Evidence was presented during the 1975 Congressional hearings to support the conclusion that vocational education both reflects and reinforces stereotypes and discriminatory practices in society. Dittman (1976) noted in a recent study that the attitudes, values, and expectations expressed by teachers, counselors, and administrators have a significant influence upon students. Thus, these perceptions would unavoidably influence the ways in which educators view students' future possibilities. In light of this situation, Dictman concluded that specific educational practices need to be implemented in order to overcome these limiting perceptual barriers.

With this background in mind, the long-range goal for the present project is to assist in improving the retention rate of disadvantaged and nontraditional students enrolled in vocational training programs. A more specific purpose of the present study is to provide a catalog and overview of individual strategies and practices which can be used to increase the retention of disadvantaged students in nontraditional programs (including minority group members, women, those who have limited English proficiency, and the socioeconomically and academically disadvantaged vocational education students).

## Review of Literature

The purpose of this review is to identify sex-fair retention and recruitment strategies for disadvantaged students in nontraditional programs. The review is divided into three major sections. The first section, the Introduction, presents a background and overview of the need for workable Recruitment and Retention Strategies discussed in the second section. The third section contains a brief synthesis of the review.

## Introduction

### Women Who Work

During the 1970s, marked changes were taking place with respect to women's participation in the labor market. According to the U.S. Department of Labor, Bureau of Labor Statistics, about 31 million women, or 43 percent of all U.S. women 16 years old or older, were either working or looking for work. By 1979, 43 million women were in the labor force (U.S. Department of Labor, 1980b). Fifty-two percent of those women 16 and older were working or looking for work by 1981 (U.S. Department of Labor, 1981). A majority of women work because of economic need. Nearly two-thirds of all women in the labor force in 1979 were single, widowed, divorced, or separated, or had husbands whose earnings were less than $10,000 (in 1978) (U.S. Department of Labor, 1980a).

During the 1970s, fewer women were having children. Those who did were averaging one or two, compared to the two- to three-child norm of the 1960s. The decade of the '70s showed a surge in the labor force participation rate of mothers with children under age 18. Though the number of children in families dropped from 65.8 million in 1970 to 59.7 million in 1978, the number of mothers who worked or looked for work rose from 25.5 million to nearly 30 million (Waldman, 1979).

### The Earnings Gap

As an increasing number of women enter the marketplace, the availability of well-paying jobs becomes a more important issue. Many occupations traditionally staffed by women are at or near the bottom of the pay scale. According to a 1978 report prepared by the U.S. Department of Labor, the earnings differential between men and women has not changed a great deal over the last few decades.

> In 1977, the $14,626 earned by men was 70 percent more than the $8,618 earned by women. The differential has remained at about this level since 1961. When the absolute difference between the earnings of men and

women over a 20-year period is expressed in constant dollars, to take into account the reduced purchasing power of the dollar, the disparity is even more evident (U.S. Department of Labor, 1978:3).

The report enumerates two major reasons for this gap. First, while strides have been made by some women in securing higher-level better-paying positions, the majority of working women are concentrated in lower-paying jobs of a traditional nature with limited advancement opportunities. Second, large numbers of women entering the labor market are in or near the entry level. Moreover, in spite of the fact that women workers are as well educated as men in terms of median years of formal education, differences in type of education, training, and counseling direct them into traditional and low-paying jobs (U.S. Department of Labor, 1978).

Running counter to the line of reasoning which exists in the report's second reason for the earnings gap mentioned in the paragraph above is another report from this same source in 1981, showing women's earnings as a percentage of men's, varying from 52.2 to 81.5 percent for the eleven occupational groups. Interestingly, even in the female-intensive clerical and service occupations, women made only two-thirds the earnings of men in 1980 (U.S. Department of Labor, 1981). Both the average male worker as well as the average female worker have completed a median of 12.6 years of schooling (U.S. Department of Labor, 1980a).

In 1980, women who worked at full-time wage and salary jobs reported median weekly earnings of $204. On the average, women's earnings were highest for professional-technical workers. The median for men was highest among managers and administrators. Generally, weekly earnings of women were about 63 percent of those of men (U.S. Department of Labor, 1981).

## Barriers to Enrollment in Nontraditional Programs

Educational researchers have found that gender and stereotypic behavior is usually learned by ages 5 to 6, that students, counselors, parents, and teachers consciously and/or unconsciously behave in ways that reinforce and produce sex stereotyping, especially with regard to areas in which a student should or should not excel--such as leadership, mathematics, support, dominance, nurturing, team skills, and aggressiveness. Sex role stereotyping is carefully passed on from generation to generation (Westoff, 1979). By the second grade, children have absorbed society's expectations of appropriate work and have accepted cultural stereotypes (Siegel, 1973).

A recent Ford Foundation position paper outlines three kinds of sex discrimination in education which have serious consequences for women in the work world. First, access to and participation in education and training is more limited for females than males. Although this is less a problem for females at the primary and secondary levels in the United States and other developed countries, lower enrollments in science and math pave the road to their underrepresentation in science- and technology-related professions. At the postsecondary level, they represent 44 percent of B.A. degree receipients, 40 percent of M.A. degree recipients, and 25 percent of Ph.D.s; however, they are unevenly distributed across fields with 60 percent of the B.A.s in arts and humanities and 2 percent in engineering, 6 percent in physics, and 11 percent in agricultural sciences. However, in the U.S., women are making dramatic gains in law, business, and medicine. Second, educational materials, teachers' behavior, administrative practices, and research convey limited and otherwise distorted images of what women are and can be. Third, the staffing of educational institutions is, in itself, a testimony to sex discrimination, with women comprising 84 percent of all elementary school teachers but only 29 percent of elementary school principals and 0.1 percent of school superintendents. Twenty-five percent of faculty in higher education are women, concentrated primarily in junior ranks. Only ten percent of all full professors are women. Nineteen out of twenty first-year college students in our country attend institutions where the top two administrators are male (Women in the World, 1980).

Although barriers such as these are real and strong, there are encouraging instances of breakthroughs, both attitudinal and policy oriented. Rigsby reports that the Florida Highway Patrol, after making a voluntary agreement with the U.S. Justice Department in July 1979 to hire substantially more minorities and women, increased its numbers of minority and blacks from 26 in 1979 to 93 in 1981. The Florida Highway Patrol reported having difficulty recruiting women initially, but in July 1981, reported having 27 percent women in the class of troopers at the Tallahassee Academy (Rigsby, 1981). The chairman of an airline providing service in Florida was quoted in the airline's publication as saying he and his brothers did things his father never did. "We hired females as pilots." His father believed women shouldn't fly. Now the airline has five female pilots, all hired since 1931 (Van Arsdale, 1983:4). The Jacksonville Journal reported that, year after year, among the local high school valedictorians and salutatorians, females outnumbered males--32 to 16 in 1982. "If there are physical factors that suddenly cause female abilities to shrivel after high school, science has not discovered it," the article protests (Jacksonville Journal, 1982:9a).

The attitudinal, economic, and social barriers described above are a reality. They must be acknowledged and dealt with, both by those involved in planning and implementing recruitment and retention strategies for students entering nontraditional training programs, as well as by the students themselves.

## Recruitment and Retention Strategies

Vital to the recruitment process is the activity of pre-recruitment research which addresses the questions: "What needs to be done?" and "How can it best be accomplished?" Pre-recruitment research includes studying the local labor markets and identifying prospective employers and their needs for skilled employees. Although the need for such preliminary work may seem obvious, it is noted here in the belief that the entire process of preparing disadvantaged students for entry into a training program and subsequent successful employment is contingent for its success upon an adequate preliminary needs assessment.

Project EVE (Equal Vocational Education) in Houston established links with industry and unions in an effort to get input from industry on the goals and objectives of the project, to find out firsthand what opportunities really existed for women in the Houston/Gulf Coast areas in nontraditional skilled/craft jobs, to discuss possible cooperation between industry and the project, *i.e.*, industry participation in career days, field trips, etc., and to get pictures from industry of women actually working in skilled/craft jobs who could serve as role models to high school girls (Lerner, *et al.*, 1976).

The Florida Department of Labor and Employment Security predicted that by 1985, one out of every five workers will be filling a clerical position. Clerical, service, and professional, technical and kindred workers are the three occupational groups expected to have the greatest growth, both in total numbers and in percentage change.

> It is essential that planners and women entering or reentering the labor force closely examine all of the factors involved before selecting an occupation for training or employment (Leslie, 1979:47 ).

The Florida Postsecondary Education Planning Commission advises women to "think technical," acquire college degrees in technical or business disciplines or receive certified training in the skilled trades. The experts advise women to move into growth technologies: drafting, engineering, computer science, and environmental science (Herrington, 1981).

Results of a national survey of nontraditional programs at area vocational-technical schools showed that the three most powerful motivating factors in choosing vocational training were (in order of importance) interest, ability, and earnings (Kane, 1978). In a study of secondary students' views on occupational sex stereotyping, the following were identified with regard to direction toward traditional or nontraditional careers: experience and personal interests relating to the occupation, role-model, peer and/or relative influences, and economic or earnings potential (Richards, 1979).

Piel (1978) found that relatively few females pursue science and technology careers because they are unsure about home-career role conflicts, they may lack sufficient support toward such a career selection from influential others, and they may lack sufficient role models.

Researchers concluded in a national survey that, "The presence of children in the home, especially preschool children, bears a significant statistical and . . . substantive relationship to the work values of women." Their belief was that the data indicated that "on the average, women confronted with this situation reevaluate their work values and job involvement and realign them with the reality of caring for and raising children" (Walker, *et al.*, 1982:32).

The following four recommendations are directed to persons developing programs geared toward helping women overcome barriers to entering nontraditional industrial-technical occupational preparation programs and careers (Thomas, 1981).

1. Program planners should assess perceived barriers before a woman enters the program so that assistance can be provided in overcoming such barriers.

2. Industrial-technical education instructors should be alerted that women perceive it to be difficult to obtain information about nontraditional occupations.

3. Instructors of traditionally male-dominated occupational programs should be made aware that women perceive that they will be seen as female rather than someone seriously interested in a career. This knowledge may be of assistance to the instructors in their attempts to reduce the sex bias they unintentionally emit.

4. The perceptions of women that they have the ability to perform jobs traditionally considered for males only, for the most part, eliminate the need for convincing women that they can do the work. Thus, the programs designed to assist women to obtain such jobs should focus on coping with factors such as the attitudes of training personnel and family members (Thomas, 1981:41).

Project ACT (Access to Careers in Technology) in Boston had as its goal "to increase the number of women enrolled in postsecondary technical education" with the ultimate goal of increasing the "number of women enrolled in high-paying technical-level jobs." The project provided workshops, as well as individual counseling sessions, so that women could make informed career and training choices. In addition, they provided support and motivation to help women overcome real and psychological barriers to getting and keeping jobs in male-dominated occupations (Bumstead, 1980:25).

In a study targeted toward disadvantaged, unemployed, underemployed, and out-of-school youth, the recruitment practice which received the highest ranking with regard to perceived success and frequency of use was personal contact between prospective students and present or past students (Scanlon, *et al.*, 1982).

The Center for Continuing Education for Women (CCEW) at Jacksonville Junior College in Florida led the movement of women into occupational and industrial education in Jacksonville by recognizing that women could be successful in these jobs. Center staff attributed part of the success to college personnel, particularly the Dean of Occupational Education and industrial education instructors who were cooperative in helping women adjust to the predominantly male environment. In addition, a group called Women in Industrial Training (WIT) had bi-weekly meetings which featured speakers on job-search and job-keeping skills, as well as visits to industrial work sites. The Women's Information Exchange( WIE) held bi-monthly meetings, focusing on upward mobility for women in management or professional positions. WIE coordinators doubled as role models, since they represented women who held nontraditional professional jobs or were entering nontraditional professional training programs. In addition to personal counseling, numerous conveniently-located classes and workshops are held which are geared toward introducting women to nontraditional training opportunities. Career Exploration included group experiences and vocational testing, as well as library research, field visits to worksites, and assignments such as an investigative interview on the job with someone in a career field that the individual student found interesting. In spite of organized publicity campaigns, including radio programs, newspaper articles, television talks, speeches to organized groups, and monthly newsletters, "word of mouth seems to bring the most motivated clients" (Lyle, 1977:18).

Access to information regarding career options and decision-making techniques for career choices with regard to nontraditional training are enhanced by recent systems such as the two described in this paragraph. The Individualized Manpower Training System (IMTS) has been found to be particularly useful with disadvantaged students, since it provides persons with individualized instruction in goal-setting, assessment of learning deficiencies, prescriptions to meet individual needs that prevent them from succeeding in regular may serve as role models or sources of information, in career influence for women (Weishaar, 1981). Parents are the most influential group on nontraditional students but generally lack a broad base of occupational knowledge. This may limit their ability to advise their daughters in selecting nontraditional training (Kane, 1978). Since about 90 percent of young people surveyed indicate that parents had a greater responsibility in career decisions than do school personnel, Florida has developed a program to capitalize on this phenomenon. "Going Places" is a six-week session in which students accompany their parents one night a week to meet with school guidance personnel for the purpose of forming a job-hunting or training strategy after high school (Amatea, 1980). This strategy exemplifies one response which would seem to be appropriate to Vetter's recommendation of striving to include students, parents, and other members of the community in nontraditional vocational recruitment efforts (Vetter, 1979).

Some needs encountered in recruiting nontraditional students persist, perhaps to a greater degree, in retention efforts. Many of these needs can be addressed by support systems available to students while in nontraditional training programs. Support services should be widely publicized, vocational education teachers and students should be enlisted as support persons, camaraderie among nontraditional peers should be encouraged, family problems should be anticipated (Vetter, 1978).

Kane found that the majority of women in nontraditional classes had problems in their classes which more often related to the men in their classes rather than to teachers. Problems causing the most difficulty centered around men's difficulty adjusting to women, men being better prepared, and teachers expecting more of women in nontraditional classes. Students at secondary, postsecondary, job site, and apprenticeship levels all identified the difficulty of men adjusting to women as a problem, especially in instances where there were very few women in the classroom (Kane, 1978).

Kane suggested several ways to counter this problem. First, administrative and teaching policies and practices should ensure that overt or covert acceptance of harassment not be tolerated. Second, men and women students should be assigned to work together so that men's and women's learning would be interdependent. Third, women could be placed in related training positions, giving them opportunities to work with adult males. Fourth, a team-teaching approach, using a woman teacher to teach the cognitive skills, is suggested. Fifth, inservice training for educational personnel should include handling of harassment (Kane, 1978).

Purdue's Model Career Preparation Program proved to be successful in retaining women in engineering programs. The objective of the vocational educational programs, and frequent and continuous feedback. The IMTS components are the developmental education program, the complementary skills program, the employability behavior program, and the occupational exploratory program. Each component of the IMTS program provides career guidance. The academic core is one component which is frequently used. It includes diagnosis, remedial reading, arithmetic, and language skills which are provided to the student as a prescription after taking an adult achievement test. After a prescription is successfully completed, the student is retested to see if scores are high enough for an intended vocational program. Consumer education, personal and social skills training, health education, as well as employability behavior such as timekeeping, job performance, attitude, property and resources are also part of IMTS. Hands-on work experiences from many occupational clusters is provided in the work-sampling component. Since 1971, 100 IMTS centers have been started in Florida, serving over 20,000 students each year. Smythe attributes retention of students who would have otherwise been unsuccessful to the existence of IMTS in institutions (Smyth, 1982). An occupational computer system called CHOICES is available at 30 locations throughout Florida, giving students and job-seekers a good chance to get quick answers to career questions. "From statistics gathered at Florida State University regarding the students' rate of return and the large number of personal referrals, it is obvious that the system is serving a beneficial purpose" (Goldberg, *et al.*, 1980:19).

The literature relating to strategies for nontraditional recruitment strongly suggests that vague references to equal enrollment policies, such as "All are welcome," will not work when trying to recruit women or men into nontraditional areas (Fair Recruitment, Illinois Model, 1980). Boston's Project ACT used the following ads to attract women into technical training programs: "Reward: $4-$10 an Hour," "Are You Woman Enough To Earn a Man's Wage?" and "There's No Such Thing as a Man's Job" (Bumstead, 1980:27).

The Illinois Model for nontraditional recruitment sets forth the following strategies:

1. Invite role models to speak to prospective students or to take part in panel discussions.
2. Be sure that bulletin board displays or posters displayed in school halls are not in places where they will only be seen by persons already interested in the program--select neutral locations.
3. Do not recruit students from sex-segregated classes. Recruit from general assemblies or general education classes (English, math, etc.).

4. Provide male contact persons for male prospective students, and female contact persons for female prospective students. If this is not possible, be sure that the contact person is not going to discourage a person from entering a nontraditional program.

5. Discourage the labeling of students in formerly sex-segregated programs as "the boys" or "the girls," or "my boys" or "my girls."

6. Be sure that all materials developed either indicate by picture or the written word that both males and females can study and work successfully in that program area--that success depends on interest and ability, not sex (Fair Recruitment, Illinois Model, 1980:5-6).

Clarke emphasizes the need for sensitive recruitment and counseling for ethnic, racial, and other minorities. She emphasized the need for understanding the cultural imperatives for multicultural groups. Services and programs which address special problems such as poor self-concept, financial need, special scheduling, child care, and dealing with family and community perceptions are also important (Clarke,1979).

Kane's research indicates a marked shift of black women away from work and postsecondary vocational programs after completion of high school. The study also notes that this shift does not seem to be related to socioeconomic characteristics, or mother's or father's education. Instead, it is probably due to low self-esteem and perceptions of inability to perform vocational tasks (Kane, 1978).

The Illinois Fair Recruitment Model recognizes a tradition of placing the culturally different into vocational programs and labeling them as low-achievers. This has resulted in some groups' perceiving vocational education in a negative way. This attitude must be overcome. The Plan suggests reaching parents, especially mothers, as well as potential students, in recruitment efforts. Persons not familiar with cultural differences of target populations should beware, since through ignorance of these differences, one may offend or alienate members of the cultural group. Advice should be solicited from members of the target population when planning recruitment efforts (Fair Recruitment, Illinois Model, 1980).

A study of tenth-grade girls indicated that support for achievement and career goals from teachers, family members, peers, and potential employers was the most important factor in predicting career motivation for girls this age (Farmer, 1980). Other research supports the importance of family and close acquaintances, especially those who program was to give women entering a nontraditional field support and experiences related to needs centering around societal sex-role stereotyping or unequal educational opportunities. The basic elements of the model are as follows:

1. Exposure to career opportunities through lectures on current and relevant topics by a variety of role model lecturers who are experts in their respective fields.

2. Career planning, centering upon the process of evaluating one's individual interests and abilities and developing meaningful career objectives and a plan of action.

3. Introduction to the field of engineering to acquaint students with what will be studied in preparation for the career.

4. "Hands-on" experiences designed to provide direct contact with tools, materials, and equipment associated with engineering and technology. This was provided by instruction in the use of hand and power tools, and the completion of selected laboratory construction projects. Special efforts were made to include experiences which women are less likely to have, due to lack of opportunities to enroll in industrial arts and shop courses or to pursue technical-mechanical activities (LeBold, 1982:5).

The project director of Project ACT described above speculates that the following may influence that project's drop-out rate from time of entry at the career exploration phase to the job retention state: lack of understanding between technical and skilled craft jobs, scheduling conflicts, lack of day-care arrangements for children, an unwillingness to commit required time and effort, and unwillingness to give up security of current dead-end jobs (Bumstead, 1980).

Success in training 387 women to be truck drivers, welders, and machine shop technicians during 1979-80 at Kirkwood Community College in Cedar Rapids, Iowa, was attributed to special efforts by Kirkwood's support services. Support systems included formalized faculty support groups, community support groups, special workshops ranging from career exploration to on-the-job coping and sexual harassment, counseling, basic skills programs, and off-campus instructional services (Brown-Turner, 1981).

Counselors at Florida Junior College in Jacksonville emphasize that support services such as child care centers, assessment and student development centers, and individual counseling are important to building success for the returning woman. They stress the importance of counselors' researching the local job market for women interested in nontraditional work and helping women become aware of nontraditional careers as a means of avoiding minimum-wage jobs. Individual counseling should be made available throughout the reentry process (Abel, 1979).

In a review of counseling programs and services for women in nontraditional occupations, Farmer emphasized the need for counselors to provide information regarding training and employment, financial aid, and child care (Farmer, 1978).

Kane reports considerable agreement among women in mixed, traditional, and nontraditional training as to which counseling techniques are most useful. Basically, the techniques which involve the student in active participation and involvement in decision-making were the ones preferred. Career education, career orientation, job site visitation, and industry representative visitation were rated most helpful. Individual vocational counseling, group counseling, and vocational testing were reported to be least helpful (Kane, 1978).

Some interesting implications for counseling arise from a study of role-conflict areas by status of occupation. This study showed the least amount of role conflict and similar responses in two groups: professional women and housewives. The highest areas of conflict for all groups were time management and expectations for self. The researchers suggest that the significant amount of conflict which centers around a woman's self-esteem/self-image may be directly addressed by assisting the woman in making a realistic appraisal of her abilities and interests. Further speculation is made that professionals and homemakers may be balancing the various role demands of their situations aptly, and women who do not have the career, the status rewards of the professional woman, or the personal fulfillment of the woman who chooses to spend full time on homemaking are the ones confronting the most difficult problems. Women who were classified as managers, officials, and proprietors reported the greatest stress in role-conflict areas (Nevill, *et al.*, 1978). Professional women who have chosen nontraditional careers have been shown to be supported by parents, siblings, teachers, friends, and other adults--some or all of whom may serve as role models to differing degrees (Lunneborg, 1982).

Women at Virginia Polytechnic Institute and State University in the nontraditional field of engineering had no lower persistence rate than those in home economics. Women who persisted in engineering had higher college-entrance SAT math scores than those who changed majors or dropped out (Yanico, 1981). Women who hold male-dominated jobs have been found to be older, better educated, have fathers with higher educational backgrounds, and are more likely to be childless than women holding female-dominated jobs. Holding age and education constant, women in male-dominated jobs did not rate importance of work as high as did women in female-dominated jobs (Greenfeld, 1980).

A counseling manual for women seeking nontraditional work suggests workshop approaches for addressing ten important issues: changing processes, understanding skills, clarifying values, decision-making, communicating (including assertive communication), goal-setting (including integrating life and career goals), getting and keeping a job, and managing time and money (Farmer, 1980).

One strategy which has been identified as extremely important to retention of women in nontraditional training is simultaneous employment in occupations related to the training. Success in a related employment field is thought to enhance perceptions of ability to succeed in the occupation. In addition, skills may be enhanced, the school-to-work transition may be eased, and the individual may develop coping mechanisms for working in a "man's job in man's world" (Kane, 1978).

As a result of research at ten vocational schools, the following conclusions were made regarding women in nontraditional training:

1. When two or more nontraditional students are enrolled in a vocational program, the rate of retention is improved.
2. Teacher attitude is critical to class acceptance of students in nontraditional programs.
3. Prior experience in the field is a contributing factor to female enrollment.
4. Role models are a significant factor in the success of female students in nontraditional programs.
5. Audiovisual, instructional, and orientation materials that include representations of females are useful in the recruitment, retention, and placement of female students in nontraditional programs.
6. Support sessions give visibility to nontraditional students.
7. Inservice for educational personnel is important in creating awareness and providing direction for the implementation of sex equity policies.

8. Curriculum materials and recruitment brochures need to reflect sex-fair policies (Knight, 1980:14).

In a review of vocational behavior and career development which included a look at women and minorities, Fretz concludes that satisfying affiliative on-the-job relationships are consistently powerful in their moderating effect and tend to minimize disruptive and dissatisfying aspects of the job (Fretz, *et al.*, 1982).

## Conclusions

Recent social and economic changes have resulted in a closer examination of and concern for the recruitment and retention of women in male-dominated education and training programs geared toward traditionally higher-paying, male-dominated occupations or careers. Some of the strongest deterrents away from such nontraditional endeavors stem from attitudes and behaviors which stereotype women and men with regard to life and career goals. These stereotypes persist throughout one's life and are recognized by researchers and practitioners who are concerned with recruitment and retention in nontraditional training programs geared toward the subsequent goal of women's successful employment in nontraditional, higher-paying jobs. This is a timely and appropriate avenue to pursue since societal and economic conditions dictate an increasingly prevalent role for the fast-growing numbers of single and married women who are heads of households, as well as women whose spouses are employed. Most women work to fulfill basic survival needs.

The barriers to nontraditional careers, whether real or imagined, have been crippling. However, educators, legislators, and other policy-makers and influential groups have gradually become increasingly aware of the inequities. Strongly ingrained cultural and societal traditions are barriers which are difficult to overcome. This review has identified recruitment and retention strategies for women which recognize and deal with the real and perceived barriers discussed in the Introduction.

Some of the most effective recruitment and retention strategies are conscious moves to dispel sometimes subtly accepted and previously unquestioned notions about a woman's "place" in the work force. The concept of role modeling has proven to be one of the most workable recruitment and retention strategies. Researchers studying women who have chosen nontraditional careers find that community relations (usually defined as family, friends, and educational or other institutional personnel) are primary influences on career decisions. In addition, this community group seems to serve as a support group for making such decisions, as well as a strong influence where role models are present in this group. Educational institutions have found the provision of role models an important strategy in the recruitment process. Role models used in panel discussions, etc., provide firsthand career information, as well as a source to dispel concerns and fears such as coping with career and personal or home life values. Some institutions facilitate the community influence concept by legitimizing a continued communication mechanism with role models throughout the training process, through such strategies as weekly or monthly luncheons or meetings where nontraditional students and role models meet for informal discussions. Such strategies parallel the information/support networks which some perceive as having been traditionally available to men in a societal setting. Whether consciously thought out or not, it is an effective strategy for providing a model to emulate and for providing a support mechanism.

The practice of using sex-fair printed recruitment and curriculum materials which are sent to parents and potential students strengthens the role modeling concept in effecting change. The importance of providing accurate and complete information regarding training and job market opportunities is vital. Career information and exploration strategies which give women firsthand information and experience (such as job-site visits and interviews with women holding nontraditional jobs or in nontraditional training programs) are most valuable, especially when these are compatible with the individual's abilities and interests.

With one exception, counseling was perceived as a valuable strategy for recruitment and retention. Vocational, career, educational, personal, and peer counseling techniques have been used with individuals and groups to provide information and support, as well as to increase communication, conflict management, decision-making, and other skills.

Child care services, financial aid, and other special support services are required for successful retention. Strategies which involve publicizing such services and helping to identify and implement these necessary supports are crucial to the retention effort.

A recruiter and counselor whose business it is to encourage women to think nontraditionally suggests a "sensible approach." First, a woman is given ample opportunity to consider a nontraditional career as an opportunity for challenge and good wages. Second, after fortifying herself with as much information and experience as possible, she needs to identify and weigh her own values, needs, skills, and interests with what the career offers before making a decision. Third, she must be aware of and be able to cope with uncooperative attitudes or comments which may be encountered in the training program, on the job, and in the community at large. Finally, the most effective approach for a woman entering a nontraditional career is to be well prepared and do the job well (Sellars, 1979).

Recruitment and retention strategies which aptly attend to such a sensible approach are the ones that have proved most successful and tend to perpetuate the "word-of-mouth" recruitment strategy, which is a spin-off of a well-conceived, well-planned, and ably-implemented effort to help women successfully break into nontraditional careers.

Although strides have been made, the effort for successful recruitment and retention in nontraditional programs and consequent job placement and retention continues to warrant further consideration. One particular area of concern is the need for more women in policy and management positions to influence institutional policies regarding women. A report of The National Advisory Council on Vocational Education and The National Advisory Council on Women's Educational Programs by the Institute for Women's Concerns regarding the impact of the 1978 Vocational Education Amendments on Sex Equity in Vocational Education concluded that schools with the highest nontraditional enrollment of women were those schools which put the greatest effort into various activities to further equity. Moreover, educational institutions tended to make efforts congruent with the amount of attention the state paid to what the school was doing in this area (Increasing Sex Equity, 1980).

## Methodology

### Introduction

As part of the examination of strategies for recruiting and retaining nontraditional students in vocational training programs, two sources of data were utilized. The first source consisted of responses made by instructors, counselors, and administrators to open-ended interviews (see Appendix A) at previously identified community colleges, high schools, and vocational-technical centers in the state of Florida. The second source consisted of student responses to questionnaires (see Appendix B) administered to both traditional and nontraditional students in specifically chosen vocational programs from the previously identified schools in the categories cited above. Major purposes of both the school personnel interviews and student surveys included: (1) the identification of recruitment, counseling, training, and placement strategies presently being utilized by schools, (2) obtaining information regarding how existing strategies were developed and how they are being implemented, and (3) assessing the extent to which various strategies are reaching and helping the proposed target clientele. Based on these findings, an attempt has been made to synthesize this material and thereby provide a collection of proposed recommendations regarding recruitment, counseling, training, and placement strategies which can be implemented by schools in response to the special needs of nontraditional students.

### School and Program Selection Procedures

In order to isolate selected schools and programs to be included in the present study, enrollment data for all vocational education programs and courses in the state of Florida for the 1980-81 academic year were obtained from Management Information Services in the Bureau of Vocational Planning and Budget located within the Florida Department of Education. Two sets of information were obtained after the data were reduced: (1) a set of enrollment data for all vocational education programs according to school for all community colleges in the state of Florida, and (2) a set of enrollment data for all vocational-technical centers and high schools with vocational training programs in the state of Florida. These data were then further analyzed and grouped according to sex, race, and disadvantaged groups.

Frequencies and percentages were obtained by school for each vocational program according to sex, race, and disadvantaged groups and were subsequently examined for high proportions of nontraditional students. Programs fitting this definition included: traditionally male-oriented programs containing a high percentage of females (20% or more), traditionally female-oriented programs containing a high percentage of males (20% or more), and/or programs containing a comparatively high percentage of disadvantaged students.

The criterion of 20 percent is an arbitrary one, but it was chosen for several reasons. First, according to Carvell, et al. (1980)

nontraditional students are categorized as those persons who are enrolled in programs in which 80 percent or more of the enrollees are of the opposite sex. Also, Nelken, et al. (1980) has defined programs with a high percentage of nontraditional students to be those within which 20 percent or more of the students are not traditional to the occupation for which training is received in that program. Careful consideration was also given to the relative range of percentage rates for nontraditional students enrolled across various programs in the data obtained for community colleges, vocational-technical centers, and high schools in the state of Florida. The patterns observed in these data were consistent with the definitions contained in the literature, and this confirmed the decision to isolate as eligible for the sample list those vocational programs within which 20 percent or more of the students were categorized as nontraditional.

A complete list of all vocational programs according to school was assembled using the criteria for identifying those with relatively high ratios of nontraditional students specified above. Those schools which contained three or more vocational programs with high percentages of nontraditional students were then isolated and grouped according to whether the school was a community college, an area vocational-technical center, or high school with vocational programs. A final selection of schools was made from these three lists based on the proportion of nontraditional students enrolled in selected programs and according to the relative population density of each school's county location. Twelve schools were chosen in the final phase of the selection process. Three vocational-technical centers were selected, with one from a high population density county, and one from a low population density county. Four community colleges and five high schools were selected, with two community colleges and two high schools from high population density counties, one community college and two high schools from middle-range population density counties, and one community college and one high school from low population density counties. All programs having high percentages of nontraditional students from the schools identified above were selected for the administration of student surveys and interviews with school personnel. The twelve schools chosen in the final phase of the selection process were then contacted to obtain the consent of school administrators and instructors of selected programs. All the schools contacted agreed to participate in the study.

## Interview and Questionnaire Design

Open-ended interviews were developed to be administered to vocational program instructors, counselors, and school administrators. Interviews began with an introduction and a general explanation of the project objectives. Subjects were then asked if they could spend some time talking about activities they were involved in which were designed to recruit or retain students in vocational training programs.

The purpose of the interview schedule was to elicit responses from school personnel regarding the existence and effectiveness of strategies designed to address the needs of nontraditional students in the areas of recruitment, counseling, pretraining, training, placement, and follow-up. The essential content of each subject's response was recorded on the interview instrument. In the case of brief or noncommittal responses, interviewers utilized probes to obtain fuller responses.

Upon completion of the interview, respondents were asked if there were any printed materials available which would supplement the information already obtained, and were thanked for their cooperation in the project. Appendix A contains the interview schedule for school personnel.

Questionnaires were also developed to be administered to both traditional and nontraditional students in the program areas identified as having a high percentage of nontraditional students. Questionnaire items were assembled based upon a search of the literature dealing with the ways in which schools attract nontraditional students, help them complete the vocational training of their choice, and assist them in finding employment after training. Each item was followed by a "yes/no" response option to a variant of the question: "Does your school use any of these ways to get (or keep) students in vocational training programs?" To those items which elicited affirmative responses, students were asked to rate the degree to which they were helped by the strategy. Each item was accompanied by a scale ranging from 1 (none) to 4 (very much) and which served as a response format to a variant of the following question: "If your school does use this item, how much help was this to you in choosing (or remaining in) this vocational training program?" Questionnaire items were categorized according to their content and subsumed under one of the following headings: recruitment strategies, counseling strategies, training strategies, and placement strategies.

The administration of the student surveys began with an introduction to the class and a brief description of the project objectives. Surveys were then given to each student and the printed instructions appearing on the survey were read aloud. Students were asked if they had any questions. When all questions had been answered as honestly as possible without introducing bias, students were asked to complete the background information sheet contained in the survey in order to obtain academic and demographic information. Students were then instructed to answer the survey items to the best of their ability and were assured that there were no right or wrong answers. The interviewer encouraged students to give honest responses and to indicate exactly how they felt about the practices used by their school to help get students in and keep them in vocational education programs. A sample survey item was also put on the chalkboard and response procedures were demonstrated for students to use as a guide. Respondents were assured that all information given would remain anonymous and were thanked for their cooperation upon completion of the survey. Appendix B contains the student questionnaire.

### Site Visits

Visits were made to each of the twelve schools selected for the sample during the end of the spring semester of the 1982-83 academic year. Schools were initially contacted approximately six weeks before the visits were made to arrange times during which students in appropriate vocational classes could complete the questionnaires and school personnel would be available to answer interview items. The procedure followed during these visits was for the visiting member of the research staff to meet initially with the appropriate school official and work out a schedule for the administration of student surveys to previously identified classes and also to obtain a list of previously identified school personnel who had agreed to be interviewed for the project. At each school, the visiting member of the research staff interviewed teachers of nontraditional students, interviewed counselors and administrators, and administered questionnaires to classes containing both traditional and nontraditional students.

## Student Survey Results

### Data Analysis

Student survey responses were analyzed by use of frequency distributions, percentage rates, and mean scores on scaled responses. Exploratory data analysis included cross tabulations of items according to sex, race, and disadvantaged respondents. Primary analyses of all items were obtained by comparing frequencies, percentages, and mean scores for nontraditional and disadvantaged students with those for students traditional to program areas.

Each item had a "yes/no" response option and was accompanied by a scale ranging in measurement from 1 (none) to 4 (very much). Responses to scale items measured the extent to which students were helped in choosing and/or remaining in vocational training programs by the kinds of recruitment, counseling, training, and placement strategies utilized by their school. In comparing groups, mean scores for these scale items were also obtained and compared for each strategy area using F-Ratios and corresponding significance levels.

### Descriptive Characteristics

A total of 465 student surveys were completed and included in the present analysis. Of this total, 378 (81%) respondents identified themselves as male and 59 (13%) as female. Racial breakdowns indicated 271 (58%) of the respondents were white and 180 (39%)

were nonwhite. In addition, 105 (23%) were categorized as being nontraditional students, while 334 (72%) were students traditional to their program areas.

## Student Perceptions Regarding Recruitment Strategies

Among those items which represented strategies implemented by schools as a way of recruiting students into vocational programs, nontraditional students were more likely than traditional students to be aware of the following outreach activities: (1) advertisements in newspapers which indicate that vocational programs are open to all applicants, (2) advertisements in newspapers which contain descriptions of different vocational training programs, and (3) articles in school papers on women and/or men working in jobs not common for their sexes (see Table 1). Nontraditional students were also more likely to indicate their school used the following recruitment strategies: (1) allowing interested persons to join in some activities of vocational classes, (2) giving talks about the importance of vocational programs during general assemblies or convocations of other schools, (3) sending school representatives to other schools to speak about vocational training programs, (4) applying the same admission requirements and procedures to all students, (5) cooperating with apprenticeship councils to get students into vocational programs leading to apprenticeships, and (6) working with members of advisory committees to attract students to vocational programs. Nontraditional students indicate that their school used both male and female contact persons to answer questions from persons interested in getting into vocational programs, and also that their school had a specific person in charge of recruiting students into vocational programs.

A relatively large percentage of both traditional and nontraditional students indicated their school gave tours of buildings, classrooms, shops and other facilities to interested persons, and also allowed interested persons to observe vocational classes. Likewise, a relatively large percentage of both nontraditional and traditional students felt that their school utilized subject or course names that are interesting as a way of getting students into vocational training programs.

Nontraditional students more often reported they were more influenced by recruitment strategies than traditional students. Approximately 40% of the nontraditional students, compared with about 20% of the traditional students, agreed that recruitment activities implemented by teachers or other school personnel helped them decide to enroll in a vocational training program.

According to the data presented in Table 2, the mean response rates were significantly different (at the .05 level) between traditional and nontraditional students on items 8, 9, 12, 14, 16, 17, 19, 21, and 22. Thus, nontraditional students were much more likely than traditional students to feel they were helped by the following

Table 1. Number and Percentage of Respondents Indicating Awareness of Items Utilized as Recruitment Strategies According to Traditional/Nontraditional Student Groups

| | Survey Item | Nontraditional | | Traditional | |
|---|---|---|---|---|---|
| 1. | Uses display booths at fairs and malls and other exhibitions. | 45 | (43%) | 100 | (31%) |
| 2. | Mails materials describing vocational programs. | 39 | (38%) | 100 | (31%) |
| 3. | Advertises in the newspapers that its vocational programs are open to all. | 49 | (47%) | 83 | (26%) |
| 4. | Advertises in the newspapers descriptions of the different vocational training programs it offers. | 42 | (41%) | 82 | (26%) |
| 5. | Includes articles in school papers on women and/or men working in jobs not common for their sexes. | 48 | (47%) | 84 | (26%) |
| 6. | Distributes at stores, laundromats, and other similar places printed materials containing the description of vocational training programs with a phone number to call. | 19 | (19%) | 34 | (11%) |
| 7. | Puts mail-back postcards in public places for anyone who wants to know more about the school's vocational programs. | 26 | (26%) | 69 | (21%) |
| 8. | Gives tours of buildings, classrooms, shops and other facilities to interested persons. | 71 | (70%) | 193 | (60%) |
| 9. | Allows interested persons to observe vocational classes. | 68 | (65%) | 180 | (56%) |
| 10. | Allows interested persons to join in some activities of vocational classes. | 57 | (57%) | 133 | (42%) |
| 11. | Gives talks about the importance of vocational programs during general assemblies or convocations of other schools. | 53 | (52%) | 111 | (35%) |

Table 1 (Continued)
Number and Percentage of Respondents Indicating
Awareness of Items Utilized as Recruitment Strategies
According to Traditional/Nontraditional Student Groups

| | Survey Item | Nontraditional | | Traditional | |
|---|---|---|---|---|---|
| 12. | Includes information in the school catalog on jobs and salaries one can expect to get after completing vocational training. | 53 | (52%) | 152 | (47%) |
| 13. | Presents movies or slides showing examples of vocational training programs to students in other schools. | 44 | (43%) | 107 | (34%) |
| 14. | Explains that vocational programs are open to everyone during meetings of organizations and community groups. | 42 | (40%) | 92 | (29%) |
| 15. | Uses subject or course names that are interesting. | 71 | (70%) | 184 | (58%) |
| 16. | Sends school representatives to other schools to speak about vocational training programs. | 45 | (45%) | 97 | (31%) |
| 17. | Applies the same admission requirements and procedures to all students. | 76 | (74%) | 189 | (59%) |
| 18. | Cooperates with apprenticeship councils to get students into vocational programs leading to apprenticeship. | 52 | (52%) | 114 | (36%) |
| 19. | Carries out activities with other community groups which show the benefits of vocational programs for students like me. | 43 | (43%) | 94 | (30%) |
| 20. | Works with members of advisory committees to attract students to vocational programs. | 44 | (44%) | 88 | (28%) |
| 21. | Has both male and female contact persons to answer questions from persons interested in getting into vocational programs. | 70 | (69%) | 145 | (45%) |

### Table 1 (Continued)
### Number and Percentage of Respondents Indicating Awareness of Items Utilized as Recruitment Strategies According to Traditional/Nontraditional Student Groups

| | Survey Item | Nontraditional | | Traditional | |
|---|---|---|---|---|---|
| 22. | Has a telephone number to call at night for information about vocational programs. | 32 | (32%) | 145 | (45%) |
| 23. | Has a specific person in the school in charge of recruiting students into vocational training programs. | 58 | (56%) | 108 | (34%) |
| 24. | Has child care for students who need the service. | 43 | (41%) | 86 | (27%) |
| 25. | Gives financial aid to students who need it. | 58 | (56%) | 172 | (54%) |
| 26. | Follows up on persons who inquired or showed interest in vocational training programs. | 56 | (55%) | 137 | (44%) |

### Table 2. Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Recruitment Strategies According to Traditional/Nontraditional Student Groups*

| Survey Item | Nontraditional | Traditional | F-Ratio | Significance Level |
|---|---|---|---|---|
| 1. Uses display booths at fairs and malls and other exhibitions. | 2.22 | 2.05 | 1.01 | p=.32 |
| 2. Mails materials describing vocational programs. | 2.51 | 2.42 | .27 | p=.60 |
| 3. Advertises in the newspapers that its vocational programs are open to all. | 2.30 | 2.27 | .04 | p=.84 |
| 4. Advertises in the newspapers descriptions of the different vocational training programs it offers. | 2.20 | 2.40 | 1.42 | p=.23 |
| 5. Includes articles in school papers on women and/or men working in jobs not common for their sexes. | 2.37 | 2.32 | .06 | p=.80 |
| 6. Distributes at stores, laundromats, and other similar places printed materials containing the description of focational training programs with a phone number to call. | 2.06 | 2.20 | .27 | p=.60 |
| 7. Puts mail-back postcards in public places for anyone who wants to know more about the school's vocational programs. | 2.14 | 2.28 | .56 | p=.46 |

*Response range is from 1 to 4. Average response $\leq$ 2.5 indicates item was less helpful, while average response $\geq$ 2.5 indicates item was more helpful to students.

### Table 2 (Continued)
### Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Recruitment Strategies According to Traditional/Nontraditional Student Groups*

| Survey Item | Nontraditional | Traditional | F-Ratio | Significance Level |
|---|---|---|---|---|
| 8. Gives tours of buildings, classrooms, shops, and other facilities to interested persons. | 2.92 | 2.37 | 17.71 | $p > .01$ |
| 9. Allows interested persons to observe vocational classes. | 2.71 | 2.36 | 6.11 | $p = .01$ |
| 10. Allows interested persons to join in some activities of vocational classes. | 2.55 | 2.55 | .00 | $p = .99$ |
| 11. Gives talks about the importance of vocational programs during general assemblies or convocations of other schools. | 2.48 | 2.30 | 1.68 | $p = .20$ |
| 12. Includes information in the school catalog on jobs and salaries one can expect to get after completing vocational training. | 2.72 | 2.38 | 6.07 | $p = .01$ |
| 13. Presents movies or slides showing examples of vocational training programs to students in other schools. | 2.61 | 2.50 | .43 | $p = .52$ |

*Response range is from 1 to 4. Average response $\leq$ 2.5 indicates item was less helpful, while average response $\geq$ 2.5 indicates item was more helpful to students.

Table 2 (Continued)
Mean Response Scores, F-Ratios, and Significance Levels
for Scale Items Related to Recruitment Strategies According
to Traditional/Nontraditional Student Groups*

| Survey Item | Nontraditional | Traditional | F-Ratio | Significance Level |
|---|---|---|---|---|
| 14. Explains that vocational programs are open to everyone during meetings of organizations and community groups. | 2.76 | 2.20 | 10.24 | p>.01 |
| 15. Uses subject or course names that are interesting. | 2.58 | 2.37 | 2.78 | p=.10 |
| 16. Sends school representatives to other schools to speak about vocational training programs. | 2.60 | 2.20 | 4.99 | p=.03 |
| 17. Applies the same admission requirements and procedures to all students. | 2.74 | 2.33 | 7.93 | p>.01 |
| 18. Cooperates with apprenticeship councils to get students into vocational programs leading to apprenticeship. | 2.69 | 2.38 | 3.28 | p=.07 |
| 19. Carries out activities with other community groups which show the benefits of vocational programs for students like me. | 3.00 | 2.36 | 14.26 | p>.01 |
| 20. Works with members of advisory committees to attract students to vocational programs. | 2.45 | 2.22 | 1.58 | p=.21 |

*Response range is from 1 to 4. Average response $\leq 2.5$ indicates item was less helpful, while average response $\geq 2.5$ indicates item was more helpful to students.

### Table 2 (Continued)
### Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Recruitment Strategies According to Traditional/Nontraditional Student Groups*

| Survey Item | Nontraditional | Traditional | F-Ratio | Significance Level |
|---|---|---|---|---|
| 21. Has both male and female contact persons to answer questions from persons interested in getting into vocational programs. | 2.75 | 2.34 | 7.48 | p=.01 |
| 22. Has a telephone number to call at night for information about vocational programs. | 2.72 | 2.07 | 10.70 | p>.01 |
| 23. Has a specific person in the school in charge of recruiting students into vocational training programs. | 2.62 | 2.48 | .83 | p=.36 |
| 24. Has child care for students who need the service. | 2.71 | 2.42 | 1.60 | p=.21 |
| 25. Gives financial aid to students who need it. | 2.53 | 2.36 | .84 | p=.36 |
| 26. Follows up on persons who inquired or showed interest in vocational training programs. | 2.87 | 2.58 | 3.73 | p=.05 |

*Response range is from 1 to 4. Average response $\leq$ 2.5 indicates item was less helpful, while average response $\geq$ 2.5 indicates item was more helpful to students.

types of recruiting strategies: (1) tours arranged by the school of buildings, classrooms, shops and other facilities to interested persons, (2) information to the effect that vocational programs are open to everyone during meetings of organizations and community groups, (3) the application of identical admission requirements and procedures to all students, (4) school activities carried out with other community groups which show the benefits of vocational programs, and (5) the availability of a telephone number to call at night for information about vocational programs. In addition, nontraditional students were more likely to feel the following items were helpful in chooseing a vocational program: (1) allowing interested persons to observe vocational classes, (2) including information in the school catalog on jobs and salaries one can expect to get after completing vocational training, (3) sending school representatives to other schools to speak about vocational training programs, and (4) utilizing both male and female contact persons to answer questions from persons interested in getting into vocational programs.

In summary, nontraditional students appeared to be more familiar with the various outreach activities used by their schools to recruit students into vocational training programs. In addition, they expressed greater awareness about joint planning of vocational programs with apprenticeship and business/industry advisory committees.

Nontraditional students were more likely to receive help in choosing vocational programs from opportunities to observe classes and vacilities. They were also more likely to utilize existing information on program requirements and admission requirements, including personal contact with school representatives. Information disseminated through other schools and/or community organizations were also cited as helpful sources for making vocational decisions.

## Student Perceptions Regarding Counseling Strategies

Survey responses to counseling items indicated that a large percentage of both traditional and nontraditional students were aware of the use of the following strategies by counselors and teachers in their schools: (1) giving equal encouragement to both male and female students to complete their vocational training programs, (2) encouraging students to make them more self-confident, (3) providing information to students on job opportunities in the fields for which they are training, and (4) using training materials which are fair to both sexes and to all races (see Table 3).

Nontraditional students were more likely than traditional students to indicate an awareness of the following strategies used by their school to counsel students and encourage them to remain in vocational programs: (1) providing opportunities for students to talk about jobs with persons who work in fields usually made up of the opposite sex, (2) providing students with counseling if they happen to be the only male or female in a class dominated by the opposite sex, (3) using students to help others who have problems in the program, (4) using materials which explain job titles according to abilities which are

Table 3. Number and Percentage of Respondents Indicating Awareness of Items Utilized as Counseling Strategies According to Traditional/Nontraditional Student Groups

| Survey Item | Nontraditional | | Traditional | |
|---|---|---|---|---|
| 28. Gives equal encouragement to both male and female students to complete their vocational programs. | 93 | (89%) | 261 | (80%) |
| 29. Encourages students to make them self-confident. | 91 | (88%) | 247 | (76%) |
| 30. Gives students a chance to talk about jobs with persons who work in fields usually made up of the opposite sex. | 62 | (60%) | 119 | (37%) |
| 31. Meets with parents of students who want training in programs not common for their sex. | 18 | (18%) | 55 | (17%) |
| 32. Provides counseling to students if they happen to be the only male or female in a class dominated by the opposite sex. | 55 | (54%) | 89 | (28%) |
| 33. Uses students to help others who have problems in the vocational program. | 73 | (72%) | 167 | (52%) |
| 34. Gives information to students on job opportunities in the fields in which they are training. | 87 | (84%) | 224 | (70%) |
| 35. Advises students and parents of possible careers available to students in vocational education programs. | 63 | (61%) | 160 | (50%) |
| 36. Uses training materials which are fair to both sexes. | 93 | (89%) | 255 | (79%) |
| 37. Uses training materials which are fair to all races. | 91 | (88%) | 255 | (80%) |
| 38. Works with other schools in the community to see to it that information about vocational programs reaches interested students. | 47 | (46%) | 102 | (32%) |

## Table 3 (Continued)
## Number and Percentage of Respondents Indicating Awareness of Items Utilized as Counseling Strategies According to Traditional/Nontraditional Student Groups

| Survey Item | Nontraditional | | Traditional | |
|---|---|---|---|---|
| 39. Uses materials which explain job titles according to abilities which are needed on the job. | 73 | (70%) | 170 | (53%) |
| 40. Gives information which helps students get into the vocational programs which are of interest to them. | 86 | (83%) | 207 | (64%) |
| 41. Uses community organizations to let students know of the disadvantages of limiting persons to particular jobs because of their sex or race. | 25 | (24%) | 60 | (19%) |
| 42. Teaches parents to be aware of television programs, magazine articles, and other materials in the home that suggest that some jobs are more suitable for one sex than the other. | 16 | ( 16%) | 47 | (15%) |
| 43. Provides tours of businesses and other industries to let students observe the different jobs for which they will be able to use their training. | 55 | (54%) | 141 | (44%) |
| 44. Asks students how they chose the programs in which they are enrolled. | 61 | (59%) | 144 | (45%) |
| 45. Has women counselors. | 76 | (74%) | 176 | (56%) |
| 46. Explains the possible problems that a student may meet when looking for a job usually held by the opposite sex. | 45 | (44%) | 89 | (28%) |
| 47. Encourages all students to notify proper authorities if they are being treated unfairly by classmates and/or teachers. | 64 | (61%) | 150 | (47%) |

needed on the job, (5) giving information which helps students get into the vocational programs which are of interest to them, (6) utilizing women counselors, and (7) explaining to students the possible problems which may be encountered when looking for a job traditionally held by members of the opposite sex.

More nontraditional students reported that the assistance they received from counselors or instructors helped them to remain in training. While approximately 55% of the nontraditional students felt that the help they received from counselors or teachers had encouraged them to remain in their vocational training program, only about 30% of the traditional students agreed that this was the case in their experience.

According to the data presented in Table 4, the mean response rates were significantly different (at the .05 level) between traditional and nontraditional students on items 28, 29, 30, 33, 34, 36, 44, 45, and 47. Thus, when asked to rate the degree to which each counseling strategy item had helped them, nontraditional students were much more likely than traditional students to cite the following as being exceptionally helpful in providing encouragement to remain in their vocational training programs: (1) giving equal encouragement to both male and female students to complete their vocational programs, (2) encouraging students to give them more self-confidence, (3) giving information to students on job opportunities in the fields for which they are training, and (4) encouraging all students to notify proper authorities if they are being treated unfairly by classmates and/or teachers. In addition, nontraditional students were more likely to feel the following counseling strategies were helpful: (1) giving students a chance to talk about jobs with persons who work in fields usually made up of the opposite sex, (2) using students to help others who have problems in a vocational program, (3) using training materials which are fair to both sexes, (4) asking students how they chose the programs in which they are enrolled, and (5) making women counselors available to students.

In summary, a larger percentage of nontraditional students were aware of available resources offered to students who may be enrolled in programs not traditional to their sex. They were also more aware of resources available to students who may need remedial help in either program- or academic-related areas.

Overall, nontraditional students were receiving more help from available counseling services than traditional students were. In particular, nontraditional students indicated they were more likely to find encouragement offered by teachers and counselors helpful in giving them confidence to remain in vocational programs. They were also more likely to utilize information available on job opportunities in the fields for which they were training. Services developed to address the special needs of nontraditional students were also being utilized and were felt to be very helpful by this category of students.

## Table 4. Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Counseling Strategies According to Traditional/Nontraditional Student Groups*

| Survey Item | Nontraditional | Traditional | F-Ratio | Significance Level |
|---|---|---|---|---|
| 28. Gives equal encouragement to both male and female students to complete their vocational programs. | 3.08 | 2.54 | 16.94 | p>.01 |
| 29. Encourages students to make them self-confident. | 3.09 | 2.69 | 12.26 | p>.01 |
| 30. Gives students a chance to talk about jobs with persons who work in fields usually made up of the opposite sex. | 2.88 | 2.50 | 5.58 | p=.02 |
| 31. Meets with parents of students who want training in programs not common for their sex. | 2.12 | 2.39 | .88 | p=.35 |
| 32. Provides counseling to students if they happen to be the only male or female in a class dominated by the opposite sex. | 2.73 | 2.42 | 3.24 | p=.07 |
| 33. Uses students to help others who have problems in the vocational program. | 2.86 | 2.51 | 6.29 | p=.01 |
| 34. Gives information to students on job opportunities in the fields in which they are training. | 2.96 | 2.61 | 8.63 | p>.01 |

*Response range is from 1 to 4. Average response $\leq$ 2.5 indicates item was less helpful, while average response $\geq$ 2.5 indicates item was more helpful to students.

## Table 4 (Continued)
## Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Counseling Strategies According to Traditional/Nontraditional Student Groups*

| | Survey Item | Nontraditional | Traditional | F-Ratio | Significance Level |
|---|---|---|---|---|---|
| 35. | Advises students and parents of possible careers available to students in vocational programs. | 2.75 | 2.61 | 1.10 | p=.30 |
| 36. | Uses training materials which are fair to both sexes. | 2.77 | 2.47 | 5.12 | p=.02 |
| 37. | Uses training materials which are fair to all races. | 2.77 | 2.59 | 1.73 | p=.19 |
| 38. | Works with other schools in the community to see to it that information about vocational programs reaches interested students. | 2.43 | 2.32 | .40 | p=.53 |
| 39. | Uses materials which explain job titles according to abilities which are needed on the job. | 2.61 | 2.52 | .41 | p=.53 |
| 40. | Gives information which helps students get into the vocational programs which are of interest to them. | 2.80 | 2.64 | 1.54 | p=.21 |
| 41. | Uses community organizations to let students know of the disadvantages of limiting persons to particular jobs because of their sex or race. | 2.75 | 2.38 | 2.72 | p=.10 |

*Response range is from 1 to 4. Average response $\leq$ 2.5 indicates item was less helpful, while average response $\geq$ 2.5 indicates item was more helpful to students.

### Table 4 (Continued)
### Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Counseling Strategies According to Traditional/Nontraditional Student Groups*

| Survey Item | Nontraditional | Traditional | F-Ratio | Significance Level |
|---|---|---|---|---|
| 42. Teaches parents to be aware of television programs, magazine articles, and other materials in the home that suggest that some jobs are more suitable for one sex than the other. | 3.00 | 2.54 | 2.71 | p=.10 |
| 43. Provides tours of businesses and other industries to let students observe the different jobs for which they will be able to use their training. | 2.94 | 2.64 | 3.62 | p=.06 |
| 44. Asks students how they chose the programs in which they are enrolled. | 2.70 | 2.35 | 5.76 | p=.02 |
| 45. Has women counselors. | 2.47 | 2.13 | 5.05 | p=.03 |
| 46. Explains the possible problems that a student may meet when looking for a job usually held by the opposite sex. | 2.90 | 2.51 | 4.08 | p=.05 |
| 47. Encourages all students to notify proper authorities if they are being treated unfairly by classmates and/or teachers. | 2.98 | 2.36 | 14.57 | p>.01 |

*Response range is from 1 to 4. Average response $\leq$ 2.5 indicates item was less helpful, while average response $\geq$ 2.5 indicates item was more helpful to students.

## Student Perceptions Regarding Training Strategies

A relatively large percentage of both traditional and nontraditional students indicated their school utilized the following strategies in developing training procedures for vocational programs: (1) providing students with help in adjusting to their vocational program, (2) helping students develop personal skills needed to get and keep a job, (3) using the same grading standards for both male and female students, (4) using textbooks and other materials which show men and women doing the work that is being taught in class, (5) using shop and/or laboratory equipment and fixtures that can be used as easily by female as by male students, and (6) mixing male and female students in most classes (see Table 5).

A larger percentage of nontraditional students were aware of the following training strategies being used by their school to help students complete vocational training programs: (1) giving training to students who lack necessary math skills, (2) giving help in the special terms and equipment which students need in their vocational training, (3) presenting subject matter that is suitable for both male and female students, and (4) arranging schedules to allow students to get into classes of their choice.

Nontraditional students were more pleased with the training they received in vocational education programs. Approximately 45% of the nontraditional students, compared with about 30% of the traditional students, felt that teachers and other school personnel had developed training strategies in their vocational programs which were helping them stay and complete their vocational training.

According to the data presented in Table 6, the mean response rates were significantly different (at the .05 level) between traditional and nontraditional students on items 51, 55, 58, 59, and 60. Thus, nontraditional students were more likely than traditional students to indicate they had received greater help from the following training strategies: (1) presenting subject matter that is suitable for both male and female students, (2) using shop and/or laboratory equipment and fixtures that can be used as easily by female as by male students, (3) mixing male and female students in most classes, (4) using the same grading standards for both male and female students, and (5) giving help in the special terms and equipment students need in their vocational program. Although there was no significant difference between the two groups, both traditional and nontraditional students indicated they had been helped either "much" or "very much" by teachers and other school personnel in developing personal skills needed to get and keep a job.

In summary, there were less differences between nontraditional and traditional students in perceptions regarding training strategies than those associated with recruitment and counseling strategies. Nonetheless, nontraditional students indicated a greater awareness of the availability of remedial training services for students who lacked either academic- and/or program-related skills.

## Table 5. Number and Percentage of Respondents Indicating Awareness of Items Utilized as Training Strategies According to Traditional/Nontraditional Student Groups

| Survey Item | Nontraditional | | Traditional | |
|---|---|---|---|---|
| 49. Helps students to adjust to their vocational program. | 78 | (75%) | 204 | (63%) |
| 50. Gives training to students who lack math skills. | 79 | (76%) | 188 | (58%) |
| 51. Gives help in the special terms and equipment students need in their vocational program. | 75 | (73%) | 183 | (57%) |
| 52. Helps students develop personal skills needed to get and keep a job. | 77 | (74%) | 228 | (71%) |
| 53. Hires about an equal number of male and female teachers to teach in vocational programs. | 37 | (37%) | 104 | (33%) |
| 54. Sees to it that there is more than one male or female student in classes dominated by the opposite sex. | 36 | (37%) | 90 | (28%) |
| 55. Uses the same grading standards for both male and female students. | 90 | (87%) | 250 | (78%) |
| 56. Uses textbooks and other materials which show men and women doing the work that is being taught in class. | 74 | (71%) | 194 | (60%) |
| 57. Uses textbooks and other materials which show men and women of different races doing the work that is being taught in class. | 58 | (57%) | 194 | (60%) |
| 58. Presents subject matter that is suitable for both male and female students. | 86 | (84%) | 218 | (68%) |
| 59. Uses shop and/or laboratory equipment and fixtures that can be used as easily by female as by male students. | 84 | (82%) | 238 | (74%) |

Table 5 (Continued)
Number and Percentage of Respondents Indicating
Awareness of Items Utilized as Training Strategies
According to Traditional/Nontraditional Student Groups

| Survey Item | Nontraditional | | Traditional | |
|---|---|---|---|---|
| 60. Mixes male and female students in most classes. | 77 | (76%) | 204 | (64%) |
| 61. Arranges schedule to allow students to get into classes of their choice. | 79 | (77%) | 189 | (60%) |
| 62. Asks parents' help in improving textbooks and other materials used in school. | 20 | (20%) | 59 | (19%) |
| 63. Assigns older students to help those who are new in the program. | 52 | (52%) | 129 | (41%) |

### Table 6. Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Training Strategies According to Traditional/Nontraditional Student Groups*

| Survey Item | Nontraditional | Traditional | F-Ratio | Significance Level |
|---|---|---|---|---|
| 49. Helps students to adjust to their vocational program. | 2.60 | 2.56 | .15 | p=.70 |
| 50. Gives training to students who lack math skills. | 2.69 | 2.54 | .94 | p=.33 |
| 51. Gives help in the special terms and equipment students need in their vocational program. | 2.88 | 2.58 | 4.90 | p=.03 |
| 52. Helps students develop personal skills needed to get and keep a job. | 3.01 | 2.79 | 2.78 | p=.10 |
| 53. Hires about an equal number of male and female teachers to teach in vocational programs. | 2.34 | 2.39 | .06 | p=.80 |
| 54. Sees to it that there is more than one male or female student in classes dominated by the opposite sex. | 2.58 | 2.32 | 1.79 | p=.18 |
| 55. Uses the same grading standards for both male and female students. | 2.95 | 2.60 | 5.46 | p=.02 |

*Response range is from 1 to 4. Average response $\leq$ 2.5 indicates item was less helpful, while average response $\geq$ 2.5 indicates item was more helpful to students.

### Table 6 (Continued)
### Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Training Strategies According to Traditional/Nontraditional Student Groups*

| Survey Item | Nontraditional | Traditional | F-Ratio | Significance Level |
|---|---|---|---|---|
| 56. Uses textbooks and other materials which show men and women doing the work that is being taught in class. | 2.81 | 2.67 | .86 | p=.35 |
| 57. Uses textbooks and other materials which show men and women of different races doing the work that is being taught in class. | 2.63 | 2.35 | 2.83 | p=.09 |
| 58. Presents subject matter that is suitable for both male and female students. | 2.61 | 2.23 | 7.68 | p>.01 |
| 59. Uses shop and/or laboratory equipment and fixtures that can be used as easily by female as by male students. | 2.72 | 2.34 | 7.45 | p>.01 |
| 60. Mixes male and female students in most classes. | 2.72 | 2.40 | 4.41 | p=.04 |
| 61. Arranges schedule to allow students to get into classes of their choice. | 2.90 | 2.84 | .19 | p=.67 |
| 62. Asks parents' help in improving textbooks and other materials used in school. | 2.43 | 2.40 | .01 | p=.91 |

*Response range is from 1 to 4. Average response $\leq$ 2.5 indicates item was less helpful, while average response $\geq$ 2.5 indicates item was more helpful to students.

Table 6 (Continued)
Mean Response Scores, F-Ratios, and Significance Levels
for Scale Items Related to Training Strategies
According to Traditional/Nontraditional Student Groups*

| Survey Item | Nontraditional | Traditional | F-Ratio | Significance Level |
|---|---|---|---|---|
| 63. Assigns older students to help those who are new in the program. | 2.92 | 2.67 | 1.96 | p=.16 |

*Response range is from 1 to 4. Average response $\leq$ 2.5 indicates item was less helpful, while average response $\geq$ 2.5 indicates item was more helpful to students.

There were also smaller differences between the percentages of nontraditional and traditional students who felt they had received help from the training strategies utilized by their vocational programs. Those items which did elicit differences indicated that nontraditional students were more likely to have received help from training activities which attempted to rectify sex differences in program, equipment use, materials, and approaches to the subject matter. Despite differences in these response areas, both groups of students felt the training they had received in developing personal job-related skills was an important aspect of their training program.

## Student Perceptions Regarding Placement Strategies

Although none of the items related to placement strategies received a high percentage of recognition on the part of students, both nontraditional and traditional students indicated a comparatively greater awareness of the following strategies: (1) helping students identify places where there are job openings, and (2) telling students about part-time jobs (see Table 7).

A larger percentage of nontraditional students, compared with traditional students, tended to be aware of the following placement activities: (1) telling students about how businesses are organized, and (2) helping students in writing resumes. Approximately 40% of the nontraditional students and about 30% of the traditional students felt that teachers and other school staff do provide support and offer help to students in securing jobs upon completion of their vocational training.

According to the data presented in Table 8, the mean response rates were significantly different (at the .05 level) between traditional and nontraditional students on item 74. Thus, nontraditional students were more likely than traditional students to indicate they had received help from information obtained regarding apprenticeship training programs. Although there were no significant differences between nontraditional and traditional students, both groups indicated they had received comparatively greater help from the following placement strategies: (1) helping to prepare students for job interviews, (2) telling students about labor unions, and (3) helping students identify places where there are job openings.

In summary, it appears that in comparison with recruitment, counseling, and training strategies, most schools do not appear to be devoting as many resources to the development of placement strategies for students who complete vocational programs. The percentage of students aware of placement activities was comparatively much lower than responses obtained for each of the other strategy areas. In addition, among those placement activities which were being utilized by schools, students indicated they were receiving less help from these strategies than they were from activities utilized in other strategy areas.

## Table 7. Number and Percentage of Respondents Indicating Awareness of Items Utilized as Placement Strategies According to Traditional/Nontraditional Student Groups

| Survey Item | Nontraditional | | Traditional | |
|---|---|---|---|---|
| 65. Gives us information on job openings on posters, bulletin boards, etc. | 59 | (57%) | 158 | (49%) |
| 66. Publicizes news on students who get good jobs. | 51 | (49%) | 115 | (36%) |
| 67. Tells students about how businesses are organized. | 72 | (69%) | 162 | (50%) |
| 68. Helps to prepare students for interviews. | 58 | (56%) | 160 | (50%) |
| 69. Helps students in writing resumes. | 61 | (58%) | 137 | (42%) |
| 70. Tells students about labor unions. | 37 | (36%) | 101 | (32%) |
| 71. Tells students about part-time jobs. | 66 | (64%) | 182 | (56%) |
| 72. Helps former students adjust to new jobs. | 45 | (43%) | 100 | (32%) |
| 73. Asks students if training received is helpful in their jobs. | 57 | (55%) | 138 | (44%) |
| 74. Informs students about apprenticeship training programs. | 47 | (46%) | 130 | (41%) |
| 75. Helps students identify places where there are job openings. | 62 | (60%) | 163 | (52%) |

Table 8. Mean Response Scores, F-Ratios, and Significance Levels for Scale Items Related to Placement Strategies According to Traditional/Nontraditional Student Groups*

| Survey Item | Nontraditional | Traditional | F-Ratio | Significance Level |
|---|---|---|---|---|
| 65. Gives us information on job openings on posters, bulletin boards, etc. | 2.55 | 2.50 | .13 | p=.72 |
| 66. Publicizes news on students who get good jobs. | 2.60 | 2.49 | .47 | p=.50 |
| 67. Tells students about how businesses are organized. | 2.57 | 2.46 | .78 | p=.38 |
| 68. Helps to prepare students for interviews. | 2.76 | 2.64 | .55 | p=.46 |
| 69. Helps students in writing resumes. | 2.65 | 2.66 | .01 | p=.96 |
| 70. Tells students about labor unions. | 2.74 | 2.64 | .26 | p=.61 |
| 71. Tells students about part-time jobs. | 2.66 | 2.51 | 1.10 | p=.30 |
| 72. Helps former students adjust to new jobs. | 2.45 | 2.56 | .43 | p=.51 |
| 73. Asks students if training received is helpful in their jobs. | 2.69 | 2.63 | .16 | p=.69 |
| 74. Informs students about apprenticeship training programs. | 3.00 | 2.41 | 13.47 | p>.01 |

*Response range is from 1 to 4. Average response ≤ 2.5 indicates item was less helpful, while average response ≥ 2.5 indicates item was more helpful to students.

Table 8 (Continued)
Mean Response Scores, F-Ratios, and Significance Levels
for Scale Items Related to Placement Strategies
According to Traditional/Nontraditional Student Groups*

| Survey Item | Nontraditional | Traditional | F-Ratios | Significance Level |
|---|---|---|---|---|
| 75. Helps students identify places where there are job openings. | 2.79 | 2.66 | .71 | p=.40 |

*Response range is from 1 to 4. Average response $\leq$ 2.5 indicates item was less helpful, while average response $\geq$ 2.5 indicates item was more helpful to students.

## Interviews with School Personnel

### Data Analysis

Visiting members of the research staff to each of the twelve schools chosen for the present study interviewed administrators, counselors, occupational specialists, and instructors in relevant program areas using an open-ended interview format. Since responses were not standardized, data analysis consisted primarily of classifying responses into general categories. General frequencies were calculated for these strategy categories across respondent groups in each of the following areas: recruitment strategies, counseling strategies, training strategies, and placement strategies.

### Descriptive Characteristics

A total of 70 interviews were completed with various types of school personnel. Of this total, 35 were instructors from 23 different programs. These instructors were identified as having a higher percentage of nontraditional students in their classes. Counseling specialists interviewed included 14 vocational and guidance counselors and 5 occupational specialists. In addition, 16 administrators were also interviewed. These included deans, program directors, and assistant principals.

### Identification of Recruitment Strategies by School Administrators, Counselors, and Instructors

A relatively large number of interviewees from all three respondent groups mentioned the use of the following recruitment strategies by their schools and programs: (1) arranging tours of vocational program facilities to interested community groups and/or students from other schools, (2) using displays and career information tables at local shopping malls to inform people about the availability of vocational training programs, and (3) sending school representatives to other schools to give information about vocational training programs being offered (see Table 9).

Administrators and counselors were somewhat more likely to mention the following recruitment strategies: (1) using a recruitment van to bring vocational program information to the community and/or to special interest groups, (2) sending out mailed materials and brochures to community groups, and (3) placing advertisements or articles in newspapers about the availability and content of various vocational programs. Instructors were somewhat more likely to cite the following strategies used to recruit students: (1) organizing High School Career Days for students to become aware of vocational program offerings and to explore career options, and (2) working with advisory committee members to get information about vocational programs back to their communities. Other recruitment strategies mentioned by one or more respondents from each of the three groups included: (1) providing information seminars through community groups about opportunities for nontraditional students, (2) organizing exhibits at

Table 9

Number of Respondents Mentioning Recruitment

Strategy Items According to School Personnel Group

| Strategy Item | Admin. | Couns. | Inst. | Total |
|---|---|---|---|---|
| (1) Arrange tours of vocational program facilities to interested community groups and/or students from other schools. | 9 | 9 | 10 | 28 |
| (2) Send school representatives to other schools to give information about vocational training programs. | 4 | 6 | 5 | 15 |
| (3) Use displays and tables at local shopping malls. | 4 | 7 | 9 | 20 |
| (4) Use recruitment van to bring information to the community about vocational training programs. | 4 | 5 | 0 | 9 |
| (5) Advertisements or articles in newspapers about the availability and descriptions of various vocational programs. | 3 | 2 | 2 | 7 |
| (6) Provide information seminars through community groups about opportunities for nontraditional students. | 1 | 3 | 0 | 4 |
| (7) Send out mailed materials and brochures to community groups. | 3 | 3 | 0 | 6 |
| (8) Organize exhibits at youth fairs and education fairs. | 1 | 1 | 1 | 3 |
| (9) Organize High School Career days for students to explore vocational options. | 2 | 1 | 6 | 9 |
| (10) Work with advisory committee members to get information back to communities about vocational programs. | 2 | 0 | 3 | 5 |

Table 9 (Continued)

Number of Respondents Mentioning Recruitment

Strategy Items According to School Personnel Group

| Strategy Item | Admin. | Couns. | Inst. | Total |
|---|---|---|---|---|
| (11) Poster campaign to announce new course offerings and/or nontraditional program opportunities for women. | 1 | 0 | 0 | 1 |
| (12) Cooperate with apprenticeship councils to get students into vocational programs leading to apprenticeship. | 0 | 0 | 1 | 1 |

youth fairs and education fairs, (3) developing poster campaigns to announce new course offerings and/or nontraditional program opportunities, and (4) cooperating with apprenticeship councils to get students into vocational programs leading to apprenticeships.

In summary, a large majority of the respondents in all three groups indicated that their schools did not have an official strategy program for recruiting nontraditional students. By far, the most commonly mentioned method through which interested persons learned about the availability and/or desirability of vocational training programs was simply "word-of-mouth." Tours of program facilities and outreach activities to local community groups and school gatherings were also mentioned more frequently.

## Identification of Counseling Strategies by School Administrators, Counselors, and Instructors

Respondents from all three school personnel groups were most likely to mention the use of equal encouragement and personal support given to each student as a primary counseling strategy to retain students in their vocational training programs. A large number of instructors also mentioned the existence of informal support from other students and student groups (see Table 10). Instructors were also more likely to mention the following counseling strategies: (1) giving personal interviews with students who are interested in vocational programs; (2) helping students with personal problems; (3) providing orientation to new students, including the use of visual and printed materials; and (4) making scholarship funds available to students in need.

Counselors were more likely than other respondents to mention the use of the following counseling strategies: (1) organizing workshops for women or other nontraditional students who have been away from school for awhile and are in a period of transition; (2) developing a "work exploration lab" where students can receive occupational counseling and utilize materials available for personal exploration of vocational interests; (3) using computerized career information systems to assist students in career explorations; (4) giving information to students on job placement opportunities, expected salaries, and training skills required for employment; (5) organizing student support groups for incoming nontraditional students; and (6) administering personality and aptitude tests to incoming students, and encouraging women with interests and aptitudes for nontraditional fields.

In summary it appeared that instructors often served in the role of counselors when a student had a personal problem or needed encouragement. Since the instructors who were interviewed expressed a greater commitment to individualized teaching methods, they were probably more aware of each individual student's own strengths and weaknesses. Professional counseling services, by contrast, appeared to be devoting greater energy to the organization of group supports and counseling related to larger career and educational goals.

## Table 10

## Number of Respondents Mentioning Counseling Strategy Items According to School Personnel Group

| Strategy Item | Admin. | Couns. | Inst. | Total |
|---|---|---|---|---|
| (1) Informal support from other students and/or student groups. | 0 | 0 | 13 | 13 |
| (2) Instructors give personal interviews with students who are interested in programs. | 0 | 0 | 3 | 3 |
| (3) Offer equal encouragement and personal support to students in completing their vocational programs. | 5 | 8 | 16 | 29 |
| (4) Instructors help students with personal problems. | 0 | 0 | 7 | 7 |
| (5) Instructors provide orientation to new students--including the use of video and printed materials. | 0 | 0 | 4 | 4 |
| (6) Organize workshops for women or other nontraditional students who have been away from school for a period of time. | 0 | 2 | 0 | 2 |
| (7) Organize student support groups for incoming nontraditional students. | 0 | 1 | 0 | 1 |
| (8) Development of a "work exploration lab" where students can receive occupational counseling and utilize materials available for exploration of vocational interests. | 0 | 3 | 0 | 3 |
| (9) Give information to students on job placement opportunities, expected salaries, and training skills required for employment. | 0 | 2 | 2 | 4 |
| (10) Administer personality and aptitude tests--encouragement given to women with interests and aptitudes for nontraditional fields. | 0 | 1 | 0 | 1 |

72

## Table 10 (Continued)

## Number of Respondents Mentioning Counseling Strategy Items According to School Personnel Group

| Strategy Item | Admin. | Couns. | Inst. | Total |
|---|---|---|---|---|
| (11) Have scholarship funds available for students in need. | 0 | 0 | 3 | 3 |
| (12) Use of computerized career information system to assist students in career explorations. | 0 | 3 | 0 | 3 |

## Identification of Training and Pre-Training Strategies by School Administrators, Counselors, and Instructors

A relatively large number of respondents mentioned the availability of an Individualized Manpower Training System (IMTS) facility to provide students with remedial training in basic academic skills (see Table 11). Related to the IMTS lab, various respondents also mentioned the availability of bilingual persons to work with students, remedial help offered in basic math skills, and the availability of IMTS services scheduled according to students' needs. A larger number of respondents also mentioned the availability of the following training and pre-training strategies: (1) developing a "study skills" lab to improve student test taking abilities and to receive training in basic studies, (2) arranging tours and field trips of area businesses and industries to allow students to observe actual work environments in fields for which they are receiving training, and (3) offering training in the development of personal skills which will help students get and keep jobs.

Instructors were more likely than other respondents to mention the following training strategies: (1) organizing small group or team formats for studying course material so that better students can work together with slower students on projects, (2) using visual aids in presenting technical or more complicated subject matter, (3) giving students first-hand demonstrations of materials use and giving them opportunities to develop "hands-on" experience with tools and equipment, (4) developing curriculum in cooperation with advisory board members in order to update training to keep pace with changes in the field, (5) developing classroom environments which are similar to those found in business and industry, and (6) providing orientation training for students nontraditional to a program area.

Several school/program administrators and instructors mentioned the following training strategies: (1) giving equal attention and encouragement to both traditional and nontraditional students, and (2) organizing classes on a "competency-based" instructional format. Several counselors and instructors mentioned the application of an individualized approach to teaching whereby instructors work with students on an individual basis and encourage individual projects. One respondent also mentioned the importance of developing training workshops for school administrators, counselors, and instructors to sensitize them to the special needs of nontraditional students.

In summary, it appears that many schools have begun to implement systematized remedial and developmental study programs such as the Individualized Manpower Training System. Several instructors also mentioned the successful application of more individualized and "competency-based" approaches to instructional design. A major emphasis in these classroom formats is to allow students to develop personal strengths and aptitudes at their own pace while still maintaining a specified level of quality and skill mastery which can be objectively demonstrated.

Table 11

Number of Respondents Mentioning Training

Strategy Items According to School Personnel Group

| Strategy Item | Admin. | Couns. | Inst. | Total |
|---|---|---|---|---|
| (1) Development of a "study skills lab" to improve test taking abilities and receive training in basic studies. | 2 | 1 | 12 | 15 |
| (2) Availability of an Individualized Manpower Training System (IMTS) facility for developmental skills. | 2 | 3 | 12 | 17 |
| (3) Organize small group/team studying formats by putting better students together with slower students. | 0 | 0 | 15 | 15 |
| (4) Use of visual aids in presenting subject matter. | 0 | 0 | 5 | 5 |
| (5) Demonstrate use of materials and tools and allow students to work on equipment themselves. | 0 | 0 | 7 | 7 |
| (6) Instructor works with students on an individual basis and encourages individual projects. | 0 | 2 | 7 | 9 |
| (7) Giving equal attention and encouragement to both traditional and nontraditional students. | 2 | 0 | 7 | 9 |
| (8) Arrange tours and field trips to area businesses and industries. | 1 | 2 | 9 | 12 |
| (9) Develope curriculum in cooperation with advisory board members in order to update training to keep pace with changes in the field. | 1 | 0 | 4 | 5 |
| (10) Offer training in the development of personal skills which will help students get and keep jobs. | 1 | 4 | 8 | 13 |

## Table 11 (Continued)

## Number of Respondents Mentioning Training Strategy Items According to School Personnel Group

| Strategy Item | Admin. | Couns. | Inst. | Total |
|---|---|---|---|---|
| (11) Provide orientation training for students nontraditional to a program area. | 0 | 0 | 6 | 6 |
| (12) Develop class environment similar to that found in business/industry. | 0 | 0 | 7 | 7 |
| (13) Classes organized around a "competency-based" instructional format. | 4 | 0 | 5 | 9 |
| (14) Develop training workshops for school administrators, counselors, and instructors to sensitize them to the needs of nontraditional students. | 1 | 0 | 0 | 1 |

Training and pre-training strategies are also being developed which attempt to address the various needs of nontraditional students. Finally, in many program areas the growth of technological change and the development of corresponding skills has necessitated the continual updating of training methods and materials. As a result, program consultants and advisory board members are working together with instructors in some programs to provide input on necessary curriculum changes in order to better prepare students for entry into the job market.

## Identification of Placement and Follow-up Strategies by School Administrators, Counselors, and Instructors

A smaller number of respondents indicated any type of involvement with the implementation of placement or follow-up strategies as a way of helping students find employment upon completion of their vocational training programs (see Table 12). Those strategies which were more frequently mentioned included: (1) developing and maintaining contacts with business and industry personnel on an informal basis, (2) helping students prepare for interviews, and (3) obtaining input from advisory board members on potential job openings.

Several instructors indicated the use of the following placement and follow-up strategies: (1) maintaining contacts with former students who are now employed in the field, (2) an occupational specialist is available to assemble follow-up records on graduating students, and (3) a special program coordinator is available to make contacts with business and industry for graduates seeking employment. Several counselors interviewed mentioned the following placement strategies to assist students seeking employment: (1) making a placement specialist available to provide students with job descriptions and placement information, (2) helping students prepare and write resumes, and (3) developing Career Education classes to provide students with training in employability skills.

In summary, most of the placement strategies mentioned by respondents appeared to be based primarily on informal contacts between program instructors and area business/industry representatives. In the majority of cases, most respondents indicated there were no formal networks or strategies for linking students with available job openings in their field. Although there were some respondents involved in various types of strategies to prepare students for the transition from training programs to the workplace, these respondents represented only a small minority.

## Table 12

## Number of Respondents Mentioning Placement Strategy Items According to School Personnel Group

| Strategy Item | Admin. | Couns. | Inst. | Total |
|---|---|---|---|---|
| (1) Instructors develop and maintain contacts with business and industry representatives. | 1 | 2 | 5 | 8 |
| (2) Advisory committee members provide input on job openings in a particular field. | 2 | 0 | 4 | 6 |
| (3) A special program coordinator makes contacts with business and industry for graduates seeking employment. | 0 | 0 | 2 | 2 |
| (4) Instructors maintain contacts with former students who are now employed in the field. | 0 | 0 | 2 | 2 |
| (5) Availability of a placement specialist who provides students with job descriptions and placement information. | 0 | 2 | 0 | 2 |
| (6) Occupational specialist keeps follow-up records on graduating students. | 0 | 1 | 2 | 3 |
| (7) Instructors and/or counselors help students prepare and write resumes. | 0 | 3 | 1 | 4 |
| (8) Instructors and/or counselors help students prepare for interviews. | 1 | 3 | 5 | 9 |
| (9) Develop Career Education classes which provide training in employability skills. | 0 | 4 | 0 | 4 |

## Writing the Strategies

The interviews with teachers, counselors, and administrators provided the basis for writing descriptions of the successful strategies that were being employed to attract and retain nontraditional students. The interviewess were asked to enumerate the activities in which they were involved that related to recruitment, counseling, training, and placement that were directed toward recruiting or retaining nontraditional students in vocational programs.

The interview schedule, see Appendix A, was employed to ascertain and record the nature of the recruitment/retention strategy. The procedures that were involved in conducting the strategy, defining objectives, identifying target clientele, planning and development of the strategy, description of the strategy, estimates of costs, and the evaluation of the strategy were determined through the interview process. The interview team was encouraged to probe to obtain greater detail in the descriptions of the strategies and more specificity in the procedures employed in the conduct of the strategies.

The interview protocols thus obtained were grouped by recruitment/retention strategy areas, e.g. counseling, and by specific strategy. Thus the writing team had several descriptions of each strategy from which to glean information for writing a generic description of the selected strategies. The descriptions were written and reviewed by other members of the writing team as well as by the project director. Based on these reviews, the strategies were rewritten and are included in a stand alone document that accompanies this report. It should be noted that the writing team and the interview team were composed of the same individuals. Thus, the reviews by the various members of the writing team were especially meaningful.

In order to be sure that the strategies included were those that were identified as being especially beneficial to nontraditional students, a cross-tabulation was made between the items included on the student survey form and the context of the strategies. As may be noted from Table 13, each of the strategies identified by the nontraditional students as beneficial to them in their decision to enter and stay in a vocational curriculum are represented in one or more of the described strategies. This gives credence to the utility of the identified strategies as being activities that, if conducted, will likely encourage nontraditional students to enter and remain in vocational programs. It is, however, unlikely that the use of a single strategy would affect the enrollments of nontraditional students appreciably. Rather, a wide array of strategies selected from those described would likely be required to accomplish this goal. A description of the planning process that could be used to select and conduct a set of strategies was written and is provided as an introduction to the accompanying document, which is entitled "Manual: Identification of Strategies to Increase Retention of Disadvantaged Students in Nontraditional Programs in Florida."

## Table 13

## Student Survey Items Cross-Referenced to Strategies

### Recruitment Strategies

| Student Survey Item | | Strategies |
|---|---|---|
| S.S. (8) | Tours arranged by the school of buildings, classrooms, shops, and other facilities to interested persons. | On-Campus High School Days (R)<br>Career Fairs (R)<br>Program Terminology and Equipment Orientation Package (T)<br>Tours and Field Trips (T) |
| S.S. (14) | Information to the effect that vocational programs are open to everyone during meetings of organizations and community groups. | Equity Workshop for Local Business and Industry Representatives, Feeder High School Guidance Personnel and Administrators, and Community Professionals (C)<br>Open Communication with the Public (R)<br>Informational Workshops for Potential Referral Agencies (R)<br>Advertising (R)<br>Media Workshop (R)<br>Poster Campaign (R)<br>Career Fairs (R)<br>Mobile Resource Center on Vocational Opportunities (R)<br>Directory of Community Resources for Recruitment (R)<br>Informational Support Services for Women and the Disadvantaged |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

Student Survey Items Cross-Referenced to Strategies (Continued)

| Student Survey Item | Strategies |
|---|---|
| S.S. (17) The application of identical admission requirements and procedures to all students. | Poster Campaign (R)<br>Advertising (R)<br>On-Campus High School Days (R)<br>Career Fair (R)<br>Workshops--Forum on Nontraditional Recruitment and Training (R)<br>Informational Support Services for Women and the Disadvantaged (R)<br>Open Communication with the Public (R) |
| S.S. (19) School activities carried out with other community groups which show the benefits of vocational programs. | Equity Workshop for Local Business and Industry Representatives, Feeder High School Guidance Personnel and Administrators, and Community Professionals (C)<br>Seminar to Build Linkages between the School and the Business, Industry, and Labor Sectors (R)<br>On-Campus High School Days (R)<br>Career Fairs (R)<br>Advertising (R)<br>Mobile Resource Center on Vocational Education (R)<br>Informational Workshops for Potential Referral Agencies (R)<br>Directory of Community Resources for Recruitment (R) |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

Student Survey Items Cross-Referenced to Strategies (Continued)

| Student Survey Item | | Strategies |
|---|---|---|
| S.S. (22) | The availability of a telephone number to call at night for information about vocational programs. | Open Communication with the Public (R) |
| S.S. (9) | Allowing interested persons to observe vocational classes. | Informational Workshop for Potential Referral Agencies (R)<br>Career Exploration Lab (C)<br>Program Terminology and Equipment Orientation Package (T)<br>Work Experience Lab (T) |
| S.S. (12) | Including information in the school catalog on jobs and salaries one can expect to get after completion of vocational training. | On-Campus High School Days (R)<br>Career Fairs (R)<br>Obtaining a Computer Listing of Available Local Jobs (P)<br>Employability Skills Handbook (P)<br>Practice Interviews (P)<br>Interviews with Role Models (P)<br>Informational Support Services for Women and the Disadvantaged (R) |
| S.S. (16) | Sending school representatives to other schools to speak about vocational training programs. | On-Campus High School Days (R)<br>Career Fairs (R)<br>Informational Support Services for Women and the Disadvantaged (R) |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

## Student Survey Items Cross Referenced to Strategies (Continued)

| Student Survey Items | Strategies |
|---|---|
| S.S. (21) Utilizing both male and female contact persons to answer questions from persons interested in getting into vocational programs. | Advertising (R)<br>On-Campus High School Days (R)<br>Career Fairs (R)<br>Career Exploration Lab (C)<br>Open Communication with the Public (R)<br>Informational Support Services for Women and the Disadvantaged (R) |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

## Student Survey Items Cross-Referenced to Strategies (Continued)

### Counseling Strategies

| Student Survey Item | Strategies |
|---|---|
| S.S. (28) Giving equal encouragement to both male and female students to complete their vocational programs. | Support and Training Workshops for Nontraditional Students Adjusting to Vocational Educational Programs (C)<br>Counselor/Instructor Brown-Bag Rap (C)<br>Support Groups for Nontraditional Students (C)<br>Equity Workshop for Local Business and Industry Representatives, Feeder High School Guidance Personnel and Administrators, and Community Professionals (C)<br>"Student Equity" Workshop for In-House Staff (C)<br>Program Terminology and Equipment Orientattion Package (T)<br>Competency-Based Instruction (T)<br>"Break-In" Classes (T)<br>Pre-Training through the Individualized Manpower Training System (T)<br>Minimizing the Occurrence and Effects of Race and Sex Bias in Instructional Materials (T)<br>Training Workshop for Instructors (T) |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

## Student Survey Items Cross-Referenced to Strategies (Continued)

| Student Survey Item | | Strategies |
|---|---|---|
| S.S. (29) | Encouraging students to make them more self-confident. | Support and Training Workshops for Nontraditional Students Adjusting to Vocational Educational Programs (C)<br>"Student Equity" Workshop for In-House Staff (C)<br>Support Groups for Nontraditional Students (C)<br>Counselor/Instructor Brown-Bag Rap (C)<br>"Classic" Student Support Program (C)<br>Pre-Training through the Individualized Manpower Training System (T)<br>"Break-In" Classes (T)<br>Training Workshop for Instructors (T) |
| S.S. (34) | Giving information to students on job opportunities in the fields for which they are training. | Career Exploration Lab (C)<br>Insuring Equal Treatment of the Sexes in Vocational Testing and Assessment (C)<br>Simulating Work Conditions (T)<br>Tours and Field Trips (T)<br>An Instructional Module for Management and Union Relationships (T)<br>Work Exploration Lab (T)<br>Practice Interviews (P)<br>Interviews with Role Models (P) |
| S.S. (35) | Advises students and parents of possible careers available to students in vocational education programs. | Parent Awareness Workshop (C)<br>Career Exploration Lab (C)<br>Career Fairs (R) |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

Student Survey Items Cross-Referenced to Strategies (Continued)

| | Student Survey Item | Strategies |
|---|---|---|
| S.S. (47) | Encouraging all students to notify proper authorities if they are being treated unfairly by classmates or teachers. | Open-Door Policy (C) |
| S.S. (30) | Giving students a chance to talk about jobs with persons who work in fields usually made up of the opposite sex. | "Classic" Student Support Program (C)<br>Tours and Field Trips (T)<br>Interviews with Role Models (P) |
| S.S. (33) | Using students to help others who have problems in a vocational program. | "Classic" Student Support Program (C) |
| S.S. (36) | Using training materials which are fair to both sexes. | Insuring Equal Treatment of the Sexes in Vocational Orientation Materials (C)<br>Minimizing the Occurrence and Effects of Race and Sex Bias in Instructional Materials (T)<br>Pre-Training through the Individualized Manpower Training System (T)<br>Training Workshop for Instructors (T)<br>"Break-In Classes (T)<br>Program Terminology and Equipment Orientation Package (T)<br>Advisory Committee for Curriculum Review (T) |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

## Student Survey Items Cross-Referenced to Strategies (Continued)

| | Student Survey Item | Strategies |
|---|---|---|
| S.S. (44) | Asking students how they chose the programs in which they are enrolled. | Work Exploration Lab (C)<br>Insuring Equal Treatment of the Sexes in Vocational Testing and Assessment (C) |
| S.S. (45) | Making women counselors available to students. | Open Communication with the Public (R)<br>Insuring Equal Treatment of the Sexes in Vocational Testing and Assessment (C) |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

## Student Survey Items Cross-Referenced to Strategies (Continued)

### Training Strategies

| Student Survey Item | | Strategies |
|---|---|---|
| S.S. (58) | Presenting subject matter that is suitable for both male and female students. | Minimizing the Occurrence and Effects of Race and Sex Bias in Instructional Materials (T)<br>Program Terminology and Equipment Orientation Package (T)<br>Advisory Committee for Curriculum Review (T)<br>"Break-In" Classes (T)<br>Pre-Training through the Individualized Manpower Training System (T)<br>Structured Tutoring System (T) |
| S.S. (59) | Using shop and/or laboratory equipment and fixtures that can be used as easily by female as by male students. | Minimizing the Occurrence and Effects of Race and Sex Bias in Instructional Materials (T)<br>Program Terminology and Equipment Orientation Package (T)<br>Advisory Committee for Curriculum Review (T)<br>Training Workshop for Instructors (T) |
| S.S. (60) | Mixing male and female students in most classes. | Minimizing the Occurrence and Effects of Race and Sex Bias in Instructional Materials (T)<br>Competency-Based Instruction (T)<br>"Break-In" Classes (T)<br>Structured Tutoring System (T)<br>Training Workshop for Instructors (T) |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

Student Survey Items Cross-Referenced to Strategies (Continued)

| Student Survey Item | | Strategies |
|---|---|---|
| S.S. (61) | Arranges schedule to allow students to get into classes of their choice. | Flexi-Class Modules (T) |
| S.S. (55) | Using the same grading standards for male and female students. | Competency-Based Instruction (T)<br>Structured Tutoring System (T)<br>Training Workshop for Instructors (T) |
| S.S. (51) | Giving help in the special terms and equipment students need in their vocational programs. | Program Terminology and Equipment Orientation Package (T)<br>Competency-Based Instruction (T)<br>Pre-Training through the Individualized Manpower Training System (T)<br>Structured Tutoring System (T)<br>Training Workshop for Instructors (T) |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

## Student Survey Items Cross-Referenced to Strategies (Continued)

### Placement Strategies

| Student Survey Item | | Strategies |
|---|---|---|
| S.S. (68) | Helping to prepare students for job interviews. | Practice Interviews (P)<br>Interviews with Role Models (P)<br>Critiquing Interviews (P)<br>An Instructional Module on Preparing Application Forms (P)<br>Providing Students with Interview Skills (P)<br>Employability Skills Handbook (P)<br>Simulating Work Conditions (T) |
| S.S. (74) | Telling students about apprenticeship training programs. | Work Experience (P)<br>Working with Recruiters from Local Business (P)<br>Obtaining a Computer Listing of Available Local Jobs (P)<br>Personal Contacts with Business and Industry People (P)<br>Simulating Working Conditions (T)<br>Tours and Field Trips (T) |
| S.S. (70) | Telling students about labor unions. | Personal Contacts with Business and Industry People (P)<br>Providing Information about Unions (T)<br>Working with Recruiters from Local Business (P) |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

Student Survey Items Cross-Referenced to Strategies (Continued)

| Student Survey Item | | Strategies |
|---|---|---|
| S.S. (75) | Helping students identify places where there are job openings. | Obtaining a Computer Listing of Available Local Jobs (P)<br>Personal Contacts with Business and Industry People (P)<br>Tours and Field Trips (T)<br>Working with Recruiters from Local Businesses (P) |

Key: R = Recruitment Strategy
C = Counseling Strategy
T = Training Strategy
P = Placement Strategy

## Follow-Up Strategies Identified by Instructors and Not by Students

Student Information Records System
Collection of Data through Follow-up Questionnaires/Surveys
Senior Exit Survey
Supportive Counseling after Placement on the Job

## Conclusions

Many conclusions could be drawn from this study. The conclusions that are presented here are those that seemed to be the most salient in light of the purpose of the study, i.e. to identify and describe successful strategies for recruiting and retaining nontraditional students in vocational education. These conclusions are based on the data from the student survey, information obtained from the interview schedule, and observations made by the members of the interview team. The latter is subjective while the first two sources are objective. The following are the conclusions derived from these data sources:

1. Nontraditional students in programs that have high nontraditional enrollments are more aware of them than traditional counterparts and affected by the activities conducted by personnel within the LEA that are directed toward recruiting and retaining students in vocational education.

2. Personnel in LEAs that have a high enrollment of nontraditional students utilize a variety of strategies to recruit and retain nontraditional students in vocational programs.

3. The development and conduct of recruitment and retention strategies are typically not coordinated by a specified person within the LEA. Thus, it follows that there was no official strategy for recruiting or retaining nontraditional students in vocational programs.

4. Nontraditional students in the schools included in the study perceived that LEA personnel were making an extra effort to help them stay in and complete their training programs.

5. The placement of program graduates in jobs is not perceived as being especially helpful in getting students into, or getting students to stay in, vocational programs. Thus, it appears that this important activity is being overlooked by the LEAs with high nontraditional enrollment.

6. The unofficial policy in LEAs with high nontraditional enrollment appears to be one of providing equal encouragement and personal support to all potential and current students.

7. Personnel in LEAs identified as having high nontraditional enrollments have developed specific strategies for meeting the special training needs of the nontraditional student.

8. Nontraditional as well as traditional students perceive that school personnel are placing more emphasis on strategies to recruit and retain students that relate to training than they do in other areas.

9. Support groups composed of peers, teachers, counselors, and/or industry personnel appear to be perceived by students as the most effective method of assisting nontraditional students to remain in vocational programs.

## Recommendations

Recommendations presented here are based on the findings in the study and the experiences while conducting the study. The recommendations are:

1. That LEAs be urged to appoint an individual to be responsible for orchestrating the efforts to attract and retain nontraditional students in vocational education. This person should be charged with the responsibility of planning, conducting, and evaluating the strategies conducted within the system that are directed toward recruiting and retaining nontraditional students.

2. That a report of the activities conducted within each school be prepared and submitted to the governing body of the school.

3. That each LEA be urged to establish a specific budget for expenditures related to the recruitment and retention of nontraditional students.

4. That monetary incentives, e.g. funded projects, be provided for LEAs that will utilize the planning procedures and strategies included in the manual of strategies produced as part of this project.

5. That strategies for placement of students be developed and the effect of utilizing these strategies for recruitment and retention of nontraditional students be demonstrated.

6. That workshops on the use of the strategies manual be conducted and supported by the Florida Division of Vocational Education.

7. That personnel in LEAs be encouraged to establish support groups and systems for students who enroll in nontraditional programs.

# REFERENCE LIST

Abel, M. R., & Albright, S. C. Counseling the displaced homemaker. In C. Eliason (ED.), Equity counseling for community college women. Newton, MA: Education Development Center, 1979.

Ametea, E. Keeping up with careers: A family affair. Florida Vocational Journal, 1980, 5(7), 32-33.

Brown-Turner, A., Lesan, D., & Meinert, J. Knocking down the barriers. Community and Junior College Journal, March 1981, 4-6.

Bumstead, R. Opening up high technology careers to women. American Education, 1980, 16(3), 25-31.

Clarke, J. R. Counseling nontraditional students: Ethnic, racial, and other minorities. In C. Eliason (Ed.), Equity counseling for community college women. Newton, MA: Education Development Center, 1979.

Goldberg, L. A., Reardon, R. C., & Bonnell, R. CHOICES in career planning. Florida Vocational Journal, 1980, 6(2), 17-19.

Greenfield, S., Greiner, L., & Wood, M. M. The "feminine mystique" in male-dominated jobs: A comparison of attitudes and background factors of women in male-dominated versus female-dominated jobs. Journal of Vocational Behavior, 1980, 17(3), 291-309.

Fair recruitment: The model and strategies. Carbondale, IL: Department of Vocational Education Studies, Southern Illinois University, 1980. (ERIC ED 206 928)

Farmer, H. S. Counseling programs and services for women in non-traditional occupations (Information Series No. 133). Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1978. (ERIC ED 164 976).

Farmer, H. S. Environmental, background, and psychological variables related to optimizing achievement and career motivation for high school girls. Journal of Vocational Behavior, 1980, 17(1), 58-70.

Farmer, P. H. Women on the move: A counseling workshop manual for women seeking non-traditional work. Harrisburg, PA: Pennsylvania Department of Education, 1980.

Fretz, B. R., & Leong, F. T. L. Vocational behavior and career development, 1981, a review. Journal of Vocational Behavior, 1982, 21(2), 123-163.

Herrington, C. *Beyond access: The needs of women in postsecondary education*. A Florida Postsecondary Education Planning Commission Report, September 1981.

*Increasing sex equity: The impact of the 1976 vocational education amendments on sex equity in vocational education*. A report of The National Advisory Council on Vocational Education and The National Advisory Council on Women's Educational Programs, December 1980.

Kane, R. D., & Frazee, P. *Occupational choice: Do traditional and non-traditional women differ?* Arlington, VA: RJ Associates, Inc., April 1978. (ERIC ED 167 742)

Knight, J. *Developing a model for recruitment, retention, and placement of female students in secondary vocational educational programs which have traditionally been for males*. Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1980. (ERIC ED 195 023)

LeBold, W. K. *Putting it all together: A model for women entering engineering*. Newton, MA: WEAA Publishing Center, 1982.

Lerner, J., Bergstrom, F., & Champagne, J. E. *Equal vocational education final report*. Houston, TX: Center for Human Resources, 1976.

Leslie, N. *Women in the Florida labor force* (Florida Department of Labor and Employment Security). A Labor Market Information Publication, April 1979.

Lunneborg, P. W. Role model influencers of nontraditional professional women. *Journal of Vocational Behavior*, 1982, *20*(3), 276-281.

Lyle, M. L., Davidson, M., Boyles, B. O. The woman is a welder. *Florida Vocational Journal*, 1977, *2*(8), 13-17.

McLure, G. T., & Piel, E. College-bound girls and science careers: Perceptions of barriers and facilitating factors. *Journal of Vocational Behavior*, 1978, *12*(2), 172-183.

Nevill, D. D., & Damico, S. The influence of occupational status on role conflict in women. *Journal of Employment Counseling*, June 1978, 55-61.

Richards, D. S. *Secondary students' views on occupational sex stereotyping* (Information Series No. 8). Indiana State Board of Vocational and Technical Education, January 1979.

Rigsby, G. G. Florida highway patrol isn't so white and male anymore. *St. Petersburg Times*, July 19, 1981.

Scanlon, D. C., Arrington, R., Cheek,, J. C., & Beeman, C. E. Identifying recruitment barriers to vocational education programs. Florida Vocational Journal, 1983, 8(3), 8-9.

Sellars, L. Think nontraditionally. In C. Eliason (Ed.), Equity counseling for community college women. Newton, MA: Education Development Center, 1979.

Siegel, C. L. F. Sex differences in the occupational choices of second graders. Journal of Vocational Behavior, 1973, 3(1), 15-19.

Smyth, W. IMTS: A boost for the disadvantaged student. Florida Vocational Journal, 1982, 7(5), 11-13.

Thomas, H. B. Barriers to entry into non-traditional careers and training programs perceived by women. Journal of Industrial Teacher Education, 1981, 18(2), 32-42.

Top scholars are mostly females. Jacksonville Journal, June 1, 1982, p. 9A.

United States Department of Labor, Women's ureau. Facts on women workers. Washington, DC: U.S. Government Printing Office, 1980a.

United States Department of Labor. Employment in perspective: Working women (Bureau of Labor Statistics Report No. 647). Washington, DC: U.S. Government Printing Office, First Quarter 1981.

United States Department of Labor, Bureau of Labor Statistics. Perspectives on working women. Washington, DC: U.S. Government Printing Office, June 1980b.

United States Department of Labor, Women's Bureau. Most women work because of economic need: Women in the labor force. Washington, DC: U.S. Government Printing Office, March 1978.

VanArsdale, B. The women pilots of PBA. The PBA Flyer. Provincetown, MA, Winter 1982.

Vetter, L., Burkhardt, C., & Sechler, J. Vocational education sex equity strategies (Research and Development Series No. 144). Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1978.

Vetter, L., Sechler, J., Lowry, C. M., & Canora, V. Factors influencing nontraditional vocational education enrollments: A literature review (Research and Development Series No. 144). Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1979. (ERIC ED 181 326)

Waldman, E., Grossman, A. S., Hayghe, H., & Johnson, B. Working mothers in the 1970s: A look at the statistics. *Monthly Labor Review*, October 1979, 39-48.

Walker, J. E., Tausky, C., & Oliver, D. Men and women at work: Similarities and differences in work values within occupational groupings. *Journal of Vocational Behavior*, 1982, *21*(1), 17-36.

Weishaar, M. E., Green, B. J., & Craighead, L. W. Primary influencers of initial vocational choices for college women. *Journal of Vocational Behavior*, 1981, *18*(1), 76-78.

Westoff, A. *Focus 6: Women in search of equality*. Princeton, NJ: Educational Testing Service, 1979.

*Women in the world: A Ford Foundation position paper*. New York, November 1980.

Yanico, B. J., & Hardin, S. I. Sex-role self-concept and persistence in a traditional versus nontraditional college major for women. *Journal of Vocational Behavior*, 1981, *18*(2), 219-227.

# APPENDIX A

## SCHEDULE FOR INTERVIEWS

School ______________________________

Principal/Vocational Dean/Vocational Director ______________________________

Date/Time for Interview ______________________________

Program 1 ______________________________

Instructors/times for interviews:

| Instructor | Time for Interview |
|---|---|
| | |
| | |
| | |

Time for administration of survey to class: ______________________________

Program 2 ______________________________

Instructors/times for interviews:

| Instructor | Time for Interview |
|---|---|
| | |
| | |
| | |

Time for administration of survey to class: ______________________________

Program 3 ______________________________

Instructors/times for interviews:

| Instructor | Time for Interview |
|---|---|
| | |
| | |
| | |

Time for administration of survey to class: ______________________________

## SCHEDULE FOR INTERVIEWS WITH COUNSELORS OUTREACH COORDINATORS AND WOMEN'S CENTER DIRECTORS.

| | Name | Time for Interview |
|---|---|---|
| Outreach Coordinator | | |
| Women's Center Director | | |
| Counselor 1 | | |
| Counselor 2 | | |
| Counselor 3 | | |

## INTRODUCTION FOR PRINCIPALS/DEANS/DIRECTORS

Good ____________ (or hello), I am ____________________ from Florida State University. I talked (or ________ talked) to you about the project we are conducting on the recruitment and retention strategies for nontraditional and disadvantaged students.

The purpose of this project is to describe the most successful strategies for recruiting and retaining nontraditional as well as disadvantaged students. This will enable other schools to adopt the strategies to their particular situation.

Programs that have been identified as having high enrollments of nontraditional students, that is, those that are programs that are nontraditional for their sex, and disadvantaged, economically or academically, in your institution are: ______________________, ___________________, ______________________________, and ____________________________.

I would like to ask you some questions about the strategies that your institution (school) uses to recruit and retain students in their programs. Do you have time now or should I come back at another time?

(If no, schedule another time.)

(If yes, continue...)

## ADMINISTRATION INTERVIEW SCHEDULE

1. Do you have an overall plan for developing recruitment and retention strategies? Yes ____ No ____

   If yes:

   a) Who is involved in the planning?

   b) Is one specific person responsible for the coordination of planning?

   c) Is a written plan formulated? (If yes) What procedures do you use in planning those activities?

   d) Are specific persons assigned to particular tasks in the plan?

2. What recruitment and retention strategies are conducted regularly?

3. What role do you play in the conduct of these strategies? (If involved in any, list them here and do an interview for each one in which they are highly involved.)

4. How are these activities funded?

5. Does this school cooperate with other schools to conduct activities to attract nontraditional or disadvantaged students into vocational programs?

   (NOTE: IF THE ANSWER TO QUESTION 3 WAS YES--USE THE STRATEGY FORM TO DETERMINE THE NATURE OF THESE STRATEGIES--ONE FOR EACH STRATEGY.)

# INTRODUCTION FOR INSTRUCTORS

Good ________________ (or hello), I am ____________________ from Florida State University. We are conducting a study of recruitment and retention strategies for nontraditional and disadvantaged students. __________________ ________________ (Vocational Director/Dean/Principal) indicated that he/she had notified you that we would be asking for your assistance. Do you have time now for me to tell you about the project?

The purpose of the project is to describe the most successful strategies for recruiting and retaining nontraditional as well as disadvantaged students. This will enable other schools to adapt the strategies to their particular situation.

Your program has been identified as one that has a high enrollment of nontraditional students. That is, those that are in programs traditionally dominated by the opposite sex and economically or academically disadvantaged. To accomplish our goal we will be interviewing principals (deans), vocational counselors, occupational specialists, and instructors who are involved in the conduct of activities designed to recruit students into the program or assist them to stay in the program. Would you be willing to tell us about the activities in which you are involved? (If yes) That's great. (If no) Would there be another instructor who is knowledgeable that might be able to help us? (Terminate interview here if answer is "no.")

I would like to ask you some general questions and then ask some specific questions about each of the strategies (activities) that have been identified from the student survey as being successful. I would also like to know if you think there are successful activities that were not noted highly by the students. The strategies (activities) listed by the students were ______________________, ____________________, __________________,

________________________________________.

We will tape the interview to be sure we will not miss any of the information you provide.

Also, if you feel that there are questions I should have asked and have not, please feel free to make additional comments.

I would like to ask you some general questions about the practices you use to recruit and retain nontraditional and disadvantaged students in vocational education.

If I ask a question that can best be answered by available printed material, let me know and we will go on to the next one.

## INTRODUCTION FOR COUNSELORS, OCCUPATIONAL SPECIALISTS AND OUTREACH COORDINATORS

Good ________________ (or hello), I am ___________________ from Florida State University. We are conducting a study of recruitment and retention strategies for nontraditional and disadvantaged students. ____________________________ (Vocational Director/Dean/Principal) indicated that he/she had notified you that we would be asking for your assistance. Do you have time now for me to tell you about the project?

The purpose of the project is to describe the most successful strategies for recruiting and retaining nontraditional as well as disadvantaged students. This will enable other schools to adapt the strategies to their particular situation.

Several programs in your school have been identified as having a high enrollment of nontraditional students. That is, those that are in programs traditionally dominated by the opposite sex and economically or academically disadvantaged. To accomplish our goal we will be interviewing principals (deans), vocational counselors, occupational specialists, instructors, outreach counselors and directors of womens centers who are involved in the conduct of activities designed to recruit students into vocational programs or assist them to stay in the programs. Would you be willing to tell us about the activities designed to recruit students into the program or assist them to stay in the program? Would you be willing to tell us about the activities in which you are involved? (If yes) That's great. (If no) Would there be another (counselor, occupational specialist or outreach counselor) who is knowledgeable that might be able to help us. (Terminate interview here if answer is "no" and make an appointment with replacement if one is available.)

Do you do specific activities that assist to recruit or retain non-traditional or dasadvantaged students in vocational education? (If yes) What are the activities?

______________________________________________

______________________________________________

______________________________________________

The student survey indicates that ________________________, __________ ___________________, and ___________________________ were helpful strategies. Do you participate in any of them?

I would like to ask you some general questions and then ask some specific questions about each of the strategies (activities) that you have identified as being successful.

In doing so, if you feel that there are questions I should have asked and have not, please feel free to make additional comments. Also, if I ask questions that can best be answered by available printed material, let me know and we will go on to the next one.

(Go to the general questions.)

(When general questions are finished, complete as many forms as required on the specific strategies.)

## GENERAL QUESTIONS FOR INSTRUCTORS, COUNSELORS, OUTREACH COORDINATORS, WOMEN'S CENTER DIRECTORS, AND OCCUPATIONAL SPECIALISTS

1. Do you participate in the planning of activities designed to recruit or retain nontraditional or disadvantaged students in vocational education?

   Yes ____ No ____ (If yes)

   What specific role do you play in the planning process?

   Do you participate in developing a written plan? (If yes) Is a copy of the plan available?

2. What role(s) do you play in the conduct of the activities we have identified?

3. Are the specific activities funded? i.e. Do you have a budget for specific activities?

4. Do you cooperate with other schools to conduct activities to attract nontraditional or disadvantaged students in vocational education?

Strategy ______________________________________________

Name ________________________________________ Interviewer ____________

Position ___________________________ Program __________________________

Check category of strategy described:

☐ RECRUITMENT
☐ COUNSELING
☐ PRETRAINING
☐ TRAINING
☐ PLACEMENT
☐ FOLLOW-UP

Check who nominated strategy:

☐ PRINCIPAL/HEAD OF SCHOOL
☐ FACULTY
☐ COUNSELOR
☐ STUDENT
☐ OTHER

1. Does the strategy have an official name?

2. OBJECTIVES OF THE STRATEGY:
What are the objectives of the strategy?

3. TARGET CLIENTELE:
Was the strategy designed for a specific group or groups? IF YES, What are these specific group(s)?

4. PLANNING AND DEVELOPMENT:

4.1 How was the strategy developed?

4.2 Who was involved in the development of the strategy?

4.3 What did it cost the school to develop this strategy?

5. TIME FRAME:
When was the strategy first used?

How long will the strategy be used?

6. DESCRIPTION OF THE STRATEGY:

6.1 What are the activities involved in the strategy? (PROBE until you think all of the activities have been described.)

6.2 How are the activities conducted? (PROBE THE SEQUENTIAL STEPS.)

6.3 What time of the year is it used? (PROBE HOW OFTEN THE ACTIVITY IS USED DURING THE YEAR, WHETHER IT IS A CONTINUING ACTIVITY OR A ONE-SHOT ACTIVITY.)

6.4 Who is involved in implementing the strategy? (PROBE: ARE THE PERSONNEL INVOLVED BY VIRTUE OF THEIR OFFICIAL POSITIONS OR ARE THEY ASSIGNED OR DO THEY VOLUNTEER?)

6.5 What kind of support systems were required to implement the strategy?

7. Are the funds available to support this strategy? (IF YES, How adequate is the funding?)

8. PROBLEMS:

Have you encountered any problems in implementing this strategy?

IF YES,
Can you describe these problems?

8. SOLUTIONS:
What solutions were undertaken to overcome the problems?

Did the solutions modify the strategy?

9. EVALUATION:

Has the strategy been evaluated?
(IF YES, PROBE.)

Please describe the evaluation process.

Findings: What were the significant findings of the evaluation?

(IF NONFORMAL EVALUATION HAD BEEN UNDERTAKEN, THEN ASK:)
Why do you think this strategy works?

10. TRIANGULATION OF SOURCES:

Can you refer us to any document which you think might help us understand the strategy better?

(FOR INTERVIEWER: CHECK THOSE WHICH ARE AVAILABLE AND COLLECT ALL THAT CAN BE COLLECTED. BE SURE TO LABEL THE SOURCE!!)

Sources/locations

_____ a. write-up of strategy ____________________

_____ b. evaluation of strategy: forms, reports, etc. ____________________

_____ c. school catalogs ____________________

_____ d. school newspaper articles ____________________

_____ e. audio visual materials ____________________

_____ f. instructional materials ____________________

_____ g. Documents from which the idea for program was taken _____________________

_____ h. Other _____________________

## APPENDIX B

### Instructions to the Administrator of "Survey to Identify Strategies to Recruit and Retain Students in Vocational Programs"

1. Arrive early and be sure you have checked in with the front office well in advance of the scheduled data collection time. (It is expected that you will check in each time you enter the building.)

2. Prepare room provided for administration of the survey:
   a) Write the sample survey item on the chalk board.
   b) Rearrange only if necessary to establish the proper "testing" atmosphere.

3. Discuss with the instructor(s) how the best way is to handle the identification of which students are disadvantaged (academically or socially) and limited English proficient.

4. Greet the students as they enter the room. (At least act friendly rather than aloof.)

5. When students are in their seats, SAY: "Good (morning/afternoon), I am ______________________________ from The Florida State University Vocational Educational Program. We are conducting a study on the various ways by which schools attract students, help them complete the vocational training of their choice and assist them in finding employment after training. We would like to find out which practices are used by your school and which of these practices have been helpful to you. By answering this survey, you can help us describe which practices work and which do not; and, this information can help your school

improve those which are not working out very well. Students from other schools can also benefit from the information you give."

6. SAY: "Are there any questions?"

7. DO: Answer questions as honestly as possible without introducing bias. (You may find it a good idea to suggest that they look at the survey to see if it answers their questions.)

8. SAY: "I'm going to give each of you a packet containing the survey."

9. DO: Hand out packets.

10. SAY: "Does each of you have a pen or pencil?"

11. DO: Hand out pencils to those who do not have one.

12. SAY: "Let's read the instructions on the survey."

13. DO: Read the instructions aloud.

14. SAY: "Are there any questions about how to answer the survey?"

15. DO: Answer the questions referring to the printed instructions as much as possible. Try to make only lexical changes rather than giving new information. It is easy to bias responses by referring to "disadvantaged" or other labels.

16. SAY: "When you have finished giving the information about yourself, please continue to answer the survey items relating to practices used by your school to help get students in and keep them in vocational education programs."

17. SAY: "There are no right or wrong answers to the survey questions; we want to know exactly what you think. Your honest responses will tell us exactly the way you feel."

18. SAY: "No one in your school will see your responses--so please tell us exactly the way you feel."

19. SAY: "On the chalkboard is an example of how you are to respond. For each practice your school does, you should answer 'yes', and if the school does not do that, answer 'no'. (Demonstrate.) For those that your school does, the 'yes's', you should also rate how much the practice has helped you."

20: DO: Illustrate on the chalkboard how to respond.

21. SAY: "Please complete the survey and replace it in the envelope when you have finished."

22. DO: Thank the students for their cooperation.

The Florida State University
Tallahassee, Florida 32306
*College of Education*
*Department of Educational Leadership*
*Vocational Education*
*115 Stone Building*
*(904) 644-6298*

# SURVEY TO IDENTIFY STRATEGIES TO RECRUIT AND RETAIN STUDENTS IN VOCATIONAL PROGRAMS

B(3)

Introduction:

This survey is about the ways by which schools attract students, help them complete the vocational training of their choice and assist them in finding employment after training. Your assistance is needed to determine what activities are being done and how helpful these activities are to you.

A list of the various ways other schools recruit, counsel, train, and provide follow-up and placement services for their students is included in this survey. We would like to ask you whether or not you have seen any of the things listed done by your school. For each of the practices your school does, we would like you to tell us the extent to which it has helped you choose and remain in your program.

Your cooperation in answering this questionnaire will enable us to describe which practices work and which do not. Your school can use this information to improve or change those practices which you have judged as not being helpful. Students like you from other schools can also benefit from the information which you give in this survey. Their schools can try out those practices which you have judged as helpful.

Please read the directions before answering the questionnaire.

DIRECTIONS:

1. Answer the background information sheet before answering the survey.

2. In answering the survey:

   a. Please circle the number which corresponds to your answer, as shown in the following example:

Continue to next page . . .

__For example:__

I. __Recruitment__: "Recruitment" refers to the activities or ways which a school uses to attract students to enroll in their programs.

| | Does your school use any of these ways to __get__ students into vocational training programs? | | If __yes__, how much help was this to you in choosing this vocational training program? | | | |
|---|---|---|---|---|---|---|
| | YES<br>1 | NO<br>2 | None<br>1 | Some<br>2 | Much<br>3 | Very Much<br>4 |
| 1. Puts information about vocational programs in with utility bills. | 1 | 2 | 1 | 2 | 3 | 4 |
| 2. Uses a display booth in shopping malls to tell students what programs they offer. | 1 | 2 | 1 | 2 | 3 | 4 |

B(4)

---

DIRECTIONS (continued):

b. At the end of each section is a space for you to list the things which have helped you most in getting into or staying in this vocational program.

c. Please answer all the items.

d. Before starting to respond to the activities, please provide us with some information about yourself. This information will help us understand which recruitment strategies work with students like you.

Continue to next page . . .

# BACKGROUND INFORMATION SHEET

Name ________________________________________

Name of School ____________________

Marital Status (check one)
- _______ married
- _______ single
- _______ divorced
- _______ separated

Age ______

Sex ___ M
___ F

Name of Program You Are In ____________________

How many semesters, including this one, have you been in this program? ____________

Number of children
- _______ one
- _______ two
- _______ three
- _______ four or more

Race
- _______ White
- _______ Black
- _______ Hispanic
- _______ Asian
- _______ Other (specify): _________

B(5)

Do you receive any of the following types of financial aid? (Check all that apply.)

- _______ Scholarship
- _______ College Work/Study
- _______ Pell Grant
- _______ Supplemental Educational Opportunity Grant
- _______ Florida Student Assistance Grant
- _______ National Direct Student Loan
- _______ Guaranteed Student Loan
- _______ Nursing Loan
- ________ G.I. Bill
- ________ Social Security
- ________ Unemployment Compensation
- ________ Aid to Families with Dependent Children
- ________ Food stamps
- ________ CETA
- ________ Vocational Rehabilitation
- ________ Reduced-price or free lunch
- ________ Other (specify): ______________

I. **Recruitment**: This section is on the things that your school may or may not do to get students into vocational programs. Please respond "yes" to those that you know your school does and "no" to those that your school doesn't do. For each one that your school does, rate how much it helped you in choosing this vocational program.

| | Does your school use any of these ways to get students into vocational training programs? | | If yes, how much help was this to you in choosing this vocational training program? | | | |
|---|---|---|---|---|---|---|
| | YES 1 | NO 2 | None 1 | Some 2 | Much 3 | Very Much 4 |
| 1. Uses display booths at fairs and malls and other exhibitions. | 1 | 2 | 1 | 2 | 3 | 4 |
| 2. Mails materials describing vocational programs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 3. Advertises in the newspapers that its vocational programs are open to all. | 1 | 2 | 1 | 2 | 3 | 4 |
| 4. Advertises in the newspapers descriptions of the different vocational training programs it offers. | 1 | 2 | 1 | 2 | 3 | 4 |
| 5. Includes articles in school papers on women and/or men working in jobs not common for their sexes. | 1 | 2 | 1 | 2 | 3 | 4 |
| 6. Distributes at stores, laundromats, and other similar places printed materials containing the description of vocational training programs with a phone number to call. | 1 | 2 | 1 | 2 | 3 | 4 |

Continue to next page . . .

B(6)

B(7)

|  | Does your school use any of these ways to get students into vocational training programs? |  | If yes, how much help was this to you in choosing this vocational training program? |  |  |  |
|---|---|---|---|---|---|---|
|  | YES 1 | NO 2 | None 1 | Some 2 | Much 3 | Very Much 4 |
| 7. Puts mail-back postcards in public places for anyone who wants to know more about the school's vocational programs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 8. Gives tours of buildings, classrooms, shops and other facilities to interested persons. | 1 | 2 | 1 | 2 | 3 | 4 |
| 9. Allows interested persons to observe vocational classes. | 1 | 2 | 1 | 2 | 3 | 4 |
| 10. Allows interested persons to join in some activities of vocational classes. | 1 | 2 | 1 | 2 | 3 | 4 |
| 11. Gives talks about the importance of vocational programs during general assemblies or convocations of other schools. | 1 | 2 | 1 | 2 | 3 | 4 |
| 12. Includes information in the school catalog on jobs and salaries one can expect to get after completing vocational training. | 1 | 2 | 1 | 2 | 3 | 4 |
| 13. Presents movies or slides showing examples of vocational training programs to students in other schools. | 1 | 2 | 1 | 2 | 3 | 4 |
| 14. Explains that vocational programs are open to everyone during meetings of organizations and community groups. | 1 | 2 | 1 | 2 | 3 | 4 |

Continue to next page . . .

B(8)

| | Does your school use any of these ways to get students into vocational training programs? | | If yes, how much help was this to you in choosing this vocational training program? | | | |
|---|---|---|---|---|---|---|
| | YES<br>1 | NO<br>2 | None<br>1 | Some<br>2 | Much<br>3 | Very Much<br>4 |
| 15. Uses subject or course names that are interesting. | 1 | 2 | 1 | 2 | 3 | 4 |
| 16. Sends school representatives to other schools to speak about vocational training programs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 17. Applies the same admission requirements and procedures to all students. | 1 | 2 | 1 | 2 | 3 | 4 |
| 18. Cooperates with apprenticeship councils to get students into vocational programs leading to apprenticeship. | 1 | 2 | 1 | 2 | 3 | 4 |
| 19. Carries out activities with other community groups which show the benefits of vocational programs for students like me. | 1 | 2 | 1 | 2 | 3 | 4 |
| 20. Works with members of advisory committees to attract students to vocational programs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 21. Has both male and female contact persons to answer questions from persons interested in getting into vocational programs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 22. Has a telephone number to call at night for information about vocational programs. | 1 | 2 | 1 | 2 | 3 | 4 |

Continue to next page . . .

| | Does your school use any of these ways to get students into vocational training programs? | | If yes, how much help was this to you in choosing this vocational training program? | | | |
|---|---|---|---|---|---|---|
| | YES 1 | NO 2 | None 1 | Some 2 | Much 3 | Very Much 4 |
| 23. Has a specific person in the school in charge of recruiting students into vocational training programs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 24. Has child care for students who need the service. | 1 | 2 | 1 | 2 | 3 | 4 |
| 25. Gives financial aid to students who need it. | 1 | 2 | 1 | 2 | 3 | 4 |
| 26. Follows up on persons who inquired or showed interest in vocational training programs. | 1 | 2 | 1 | 2 | 3 | 4 |

B(9)

27. Did the teachers or other school personnel do anything that helped you decide to enroll in this program? YES _____ NO _____

If yes, describe what they did: ____________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Continue to next page . . .

II. **Counseling**: This section is on the help that counselors and teachers may or may not provide that help you to stay in this vocational program. For those that your school does, rate how much it helped you stay in this vocational program.

| | Does your school use any of these ways to help students stay in vocational training programs? | | If yes, how much help was this to you in choosing this vocational training program? | | | |
|---|---|---|---|---|---|---|
| | YES 1 | NO 2 | None 1 | Some 2 | Much 3 | Very Much 4 |
| 28. Gives equal encouragement to both male and female students to complete their vocational programs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 29. Encourages students to make them self-confident. | 1 | 2 | 1 | 2 | 3 | 4 |
| 30. Gives students a chance to talk about jobs with persons who work in fields usually made up of the opposite sex. | 1 | 2 | 1 | 2 | 3 | 4 |
| 31. Meets with parents of students who want training in programs not common for their sex. | 1 | 2 | 1 | 2 | 3 | 4 |
| 32. Provides counseling to students if they happen to be the only male or female in a class dominated by the opposite sex. | 1 | 2 | 1 | 2 | 3 | 4 |
| 33. Uses students to help others who have problems in the vocational program. | 1 | 2 | 1 | 2 | 3 | 4 |
| 34. Gives information to students on job opportunities in the fields in which they are training. | 1 | 2 | 1 | 2 | 3 | 4 |
| 35. Advises students and parents of possible careers available to students in vocational education programs. | 1 | 2 | 1 | 2 | 3 | 4 |

Continue to next page . . .

B(11)

| | Does your school use any of these ways to help students stay in vocational training programs? | | If yes, how much help was this to you in choosing this vocational training program? | | | |
|---|---|---|---|---|---|---|
| | YES 1 | NO 2 | None 1 | Some 2 | Much 3 | Very Much 4 |
| 36. Uses training materials which are fair to both sexes. | 1 | 2 | 1 | 2 | 3 | 4 |
| 37. Uses training materials which are fair to all races. | 1 | 2 | 1 | 2 | 3 | 4 |
| 38. Works with other schools in the community to see to it that information about vocational programs reaches interested students. | 1 | 2 | 1 | 2 | 3 | 4 |
| 39. Uses materials which explain job titles according to abilities which are needed on the job. | 1 | 2 | 1 | 2 | 3 | 4 |
| 40. Gives information which helps students get into the vocational programs which are of interest to them. | 1 | 2 | 1 | 2 | 3 | 4 |
| 41. Uses community organizations to let students know of the disadvantages of limiting persons to particular jobs because of their sex or race. | 1 | 2 | 1 | 2 | 3 | 4 |
| 42. Teaches parents to be aware of television programs, magazine articles, and other materials in the home which suggest that some jobs are more suitable for one sex than the other. | 1 | 2 | 1 | 2 | 3 | 4 |
| 43. Provides tours of businesses and other industries to let students observe the different jobs for which they will be able to use their training. | 1 | 2 | 1 | 2 | 3 | 4 |

Continue to next page . . .

| | Does your school use any of these ways to help students stay in vocational training programs? | | If yes, how much help was this to you in choosing this vocational training program? | | | |
|---|---|---|---|---|---|---|
| | YES<br>1 | NO<br>2 | None<br>1 | Some<br>2 | Much<br>3 | Very Much<br>4 |
| 44. Asks students how they chose the programs in which they are enrolled. | 1 | 2 | 1 | 2 | 3 | 4 |
| 45. Has women counselors. | 1 | 2 | 1 | 2 | 3 | 4 |
| 46. Explains the possible problems that a student may meet when looking for a job usually held by the opposite sex. | 1 | 2 | 1 | 2 | 3 | 4 |
| 47. Encourages all students to notify proper authorities if they are being treated unfairly by classmates and/or teachers. | 1 | 2 | 1 | 2 | 3 | 4 |

B(12)

48. Have the counselors or teachers done anything to help you stay in vocational programs?
YES _____ NO ______

If yes, describe what they did: ____________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Continue to next page . . .

III. **Training**: This section is a listing of things about the training program that may or may not be done by your school that help students stay in the program. Please respond "yes" to those that your school does and rate how much each one has helped you stay in the program.

| | Does your school use any of these ways to keep students in vocational training programs? | | If yes, how much help was this to your staying in this vocational training program? | | | |
|---|---|---|---|---|---|---|
| | YES 1 | NO 2 | None 1 | Some 2 | Much 3 | Very Much 4 |
| 49. Helps students to adjust to their vocational program. | 1 | 2 | 1 | 2 | 3 | 4 |
| 50. Gives training to students who lack math skills. | 1 | 2 | 1 | 2 | 3 | 4 |
| 51. Gives help in the special terms and equipment students need in their vocational program. | 1 | 2 | 1 | 2 | 3 | 4 |
| 52. Helps students develop personal skills needed to get and keep a job. | 1 | 2 | 1 | 2 | 3 | 4 |
| 53. Hires about an equal number of male and female teachers to teach in vocational programs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 54. Sees to it that there is more than one male or female student in classes dominated by the opposite sex. | 1 | 2 | 1 | 2 | 3 | 4 |
| 55. Uses the same grading standards for both male and female students. | 1 | 2 | 1 | 2 | 3 | 4 |
| 56. Uses textbooks and other materials which show men and women doing the work that is being taught in class. | 1 | 2 | 1 | 2 | 3 | 4 |

B(13)

Continue to next page . . .

| | Does your school use any of these ways to keep students in vocational training programs? | | If yes, how much help was this to your staying in this vocational training program? | | | |
|---|---|---|---|---|---|---|
| | YES 1 | NO 2 | None 1 | Some 2 | Much 3 | Very Much 4 |
| 57. Uses textbooks and other materials which show men and women of different races doing the work that is being taught in class. | 1 | 2 | 1 | 2 | 3 | 4 |
| 58. Presents subject matter that is suitable for both male and female students. | 1 | 2 | 1 | 2 | 3 | 4 |
| 59. Uses shop and/or laboratory equipment and fixtures that can be used as easily by female as by male students. | 1 | 2 | 1 | 2 | 3 | 4 |
| 60. Mixes male and female students in most classes. | 1 | 2 | 1 | 2 | 3 | 4 |
| 61. Arranges schedule to allow students to get into classes of their choice. | 1 | 2 | 1 | 2 | 3 | 4 |
| 62. Asks parents' help in improving textbooks and other materials used in school. | 1 | 2 | 1 | 2 | 3 | 4 |
| 63. Assigns older students to help those who are new in the program. | 1 | 2 | 1 | 2 | 3 | 4 |

64. Have the teachers or other school personnel done things in the training program that helped you stay in this program? YES ___ NO ___

B(14)

Continue to next page . . .

If yes, please describe them: ______________________________

______________________________

______________________________

______________________________

______________________________

IV. **Placement:** This section includes those things that vocational teachers and other school personnel may or may not do to help students find jobs. For those that they do, rate how much it has helped in your deciding to stay in this vocational program.

B(15_

| | Does your school use any of these ways to help students who complete the vocational training program to get jobs? | | If yes, how much has knowing you would get this kind of help kept you in this vocational training program? | | | |
|---|---|---|---|---|---|---|
| | YES 1 | NO 2 | None 1 | Some 2 | Much 3 | Very Much 4 |
| 65. Gives us information on job openings on posters, bulletin boards, etc. | 1 | 2 | 1 | 2 | 3 | 4 |
| 66. Publicizes news on students who get good jobs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 67. Tells students about how businesses are organized. | 1 | 2 | 1 | 2 | 3 | 4 |
| 68. Helps to prepare students for interviews. | 1 | 2 | 1 | 2 | 3 | 4 |
| 69. Helps students in writing resumes. | 1 | 2 | 1 | 2 | 3 | 4 |
| 70. Tells students about labor unions. | 1 | 2 | 1 | 2 | 3 | 4 |

Continue to next page . . .

| | Does your school use any of these ways to help students who complete the vocational training program to get jobs? | | If yes, how much has knowing you would get this kind of help kept you in this vocational training program? | | | |
|---|---|---|---|---|---|---|
| | YES 1 | NO 2 | None 1 | Some 2 | Much 3 | Very Much 4 |
| 71. Tells student about part-time jobs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 72. Helps former students adjust to new jobs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 73. Asks students if training received is helpful in their jobs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 74. Informs students about apprenticeship training programs. | 1 | 2 | 1 | 2 | 3 | 4 |
| 75. Helps students identify places where there are job openings. | 1 | 2 | 1 | 2 | 3 | 4 |

B(16)

76. Do the teachers or other school staff do things to help students get jobs that make you want to stay in this vocational program?
YES ___ NO ___

If yes, describe what they do: ____________________

____________________

____________________

____________________

____________________